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Historical and Other Papers and Documents

ILLUSTRATIVE OF THE

Educational System of Ontario, 1862-1871,

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION

BY

J. GEORGE HODGINS, I.S.O., M.A., LL.D., F.R.C.S.

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION, HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

VOLUME VI.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY OF ONTARIO.

TORONTO:
PRINTED AND PUBLISHED BY L. K. CAMERON
Printer to the King's Most Excellent Majesty.
1912

Printed by
WILLIAM BRIGGS,
29-37 Richmond Street West,
TORONTO.

MAY 23 1989
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PREFATORY NOTE.

I had hoped that this Sixth Volume of the "Historical, Educational Papers and Documents of Ontario," would have contained all the remaining Annual Reports of the Chief Superintendent of Education, sixteen of which had been inserted in the Fifth Volume, which was devoted to this important subject; but I find that only nine of them have been inserted in this Volume, leaving seven over for the Seventh Volume, which will thus complete the whole of the thirty-two Annual Reports of the "Normal, Model, Grammar, and Common Schools," which the Chief Superintendent had prepared during his thirty-two years' tenure of office.

J. George Hodgins,
Historiographer of the Education Department.

Toronto, October, 1912.

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Historical and Other Papers and Documents

ILLUSTRATIVE OF THE EDUCATIONAL SYSTEM OF ONTARIO.

ANNUAL REPORTS OF THE CHIEF SUPERINTENDENT OF EDUCATION TO THE GOVERNOR-GENERAL, 1862-1871.

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA FOR THE YEAR 1862.

To His Excellency the Right Honorable Viscount Monck, Governor General.

MAY IT PLEASE YOUR EXCELLENCY:

As required by law, I present my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada for the year 1862.

All the statistical tables have been prepared with the care and variety of detail which have characterized the statistical tables of my annual reports for previous years; but with a view to economy in printing, and as has been recommended by the Printing Committee of the Legislative Assembly, I have omitted from this Report several of these tables and greatly abridged others.

In the Governmental Annual School Reports for Great Britain and Ireland, the statistical tables are numerous and very minute in their details; and the British Parliament and public demand the fullest information possible in regard to everything connected with the working of school systems to which they so largely contribute. In the State of Massachusetts also, where the school system has been long established, the statistical tables occupy a larger space than they have in my annual reports, while nearly twice as many, and more than twice as voluminous reports have been annually printed and circulated by statute than in the school reports for Upper Canada, though the number of schools and the number of pupils is greater in Upper Canada than in Massachusetts.

It is there, as well as in Great Britain, considered the best economy to prepare and circulate widely the most complete and detailed annual reports respecting the character and operations of their public school systems. I observe also that the last annual report of the Superintendent of Public Instruction in the State of New York is more voluminous and much more comprehensive and minute in its statistics than in former years.

It is under the influence of the same views that I have for years collected, and presented in my annual reports, the most varied and detailed statistics respecting the character and working of every part of our public school system believing that such facts are the best answers to objections to it, and the knowledge of them one of the best means of strengthening and extending its operations.

It has been objected that comparatively few read the statistical tables when prepared and published. This is true; but it is also true that they are examined and discussed in

each locality to which they refer, and it is the judgment of the comparatively few who take the pains to examine them that determines the opinion of the public in regard to the system itself. This is equally true of statistics on all subjects. They furnish the materials for careful legislators and public writers, intelligent municipal councillors and thoughtful individuals in every neighborhood, to form their judgment and direct their conduct in regard to the value and working of any system established in the country, and supported by the public.

Nevertheless, I retain in this report the most important statistical tables, and shall partially supply the omission of the others by giving a general summary of them in this textual part of my report.

I. Table A.—Receipts and Expenditures of Common School Moneys.

1. The amount apportioned and paid by this Department from the Legislative Grant for salaries of teachers in 1862 was $159,120, being an increase of $2,088, as compared with the preceding year.

2. The amount apportioned and paid for the purchase of maps, apparatus, prizes and libraries, upon the condition of an equal sum being provided from local sources, was $8,850; decrease, $294.

3. The law requires that each Municipality, as a condition of receiving the Legislative Grant, shall provide by local assessment a sum at least equal to that received; but each can provide as large an additional sum as it shall judge expedient for the education of the youth of its jurisdiction. The amount provided by municipal assessment was $274,471, being a decrease of $3,613, though $115,351 in excess of the Legislative Grant.

4. As the elected Council in the Municipality, so the elected Trustees in the School Section have authority to provide means for the support of their school or schools, by assessment, and also by fees on pupils, unless the rate-payers in public meeting decide in favour of a free school. The amount of rates levied by the Trustees in addition to the $274,471 provided by Municipal Councils, was $620,268, being an increase of $32,970.

5. Rate-bills are imposed on pupils where the schools are not free; so that the rate-bills decrease as the free schools increase, and *vice versa*; and the rate-payers at each annual School Section meeting determine whether their school shall be free during the year. The amount of rate-bills on pupils levied and collected during the year was $73,850; decrease, $9,022.

6. The amount received from the Clergy Reserve Fund and other sources was $112,524; decrease, $17,851.

7. The amount available in 1862, from balances of 1861, was $147,036; increase, $10,566.

8. The total receipts for Common School purposes in Upper Canada, for 1862, were $1,396,123; increase, $14,843. The expenditures were:—

1. For the salaries of teachers, $959,776; increase, $41,663.
2. For maps, apparatus, prizes and libraries, $22,316; increase, $1,571.
3. For school sites and building of school-houses, $114,719; increase, $1,354.
4. For rents and repairs of school-houses, $37,960; increase, $1,498.
5. For school books, stationery, fuel and other expenses, $97,219; decrease, $5,452.
6. Total expenditure for all Common School purposes, $1,231,993; increase, $40,575.
7. Balance unexpended at the end of the year, $164,130; decrease, $25,731.

II. Table B.—School Population—Pupils attending Common Schools, and in the different Branches of Instruction.

An Act still unrepealed requires the legal returns of school population to include only children between the ages of 5 and 16 years; but the law secures to all persons from 5 to 21 years of age the right of attending school as long as their conduct conforms to its rules and discipline; so that persons between the ages of 16 and 21 years, have the same

right to attend school, and upon the same terms, as persons in the same classes between the ages of 5 and 16 years.

1. The school population (including only children between the ages of 5 and 16 years) was 403,302; being an increase on the preceding year of 18,322.

2. The number of pupils attending the schools, from 5 to 16 years of age, was 324,818; being an increase of 14,923. The number of pupils of other ages attending the schools was 18,915; being a decrease of 1,108. The whole number of pupils attending the schools was 343,733; being an increase of 13,815.

3. The number of boys in the schools was 185,441; being an increase of 7,006. The number of *girls* in the schools was 158,292 being an increase of 6,809. Many more girls go to private schools than boys. The number returned as indigent pupils was 5,092; being a decrease of 574. There is a gradual decrease of this class of pupils from year to year.

4. I refer to the table itself for the periods of the attendance of pupils, and the number in each of the several branches of study pursued in the Common Schools. There is an encouraging increase of pupils in all the higher branches of study, with the single exception of linear drawing.

5. The same table also shows that the number of children of school age reported as not attending school was 42,314, being a decrease of 5,457, but still a startling and humiliating fact, which every consideration of humanity, patriotism and religion should prompt all possible efforts to remove.

III. Table C.—Religious Denominations, Certificates, Annual Salaries of Teachers.

1. According to the returns, there are 4,406 teachers employed in the schools—increase, 70. Of these, 3,115 are male teachers—increase, 70; and 1,291 are female teachers—decrease, 14. They are of the following religious denominations: Church of England, 818—increase, 95; Church of Rome, 484—increase, 15; Presbyterians, 1,287—increase, 38; Methodists, 1,288—increase, 13; Baptists, 218—decrease, 11; Congregationalists, 67—decrease, 9; Lutherans, 32—increase, 2; Quakers, 22—decerase, 5; Christians and Disciples, 24——decrease, 8; reported as Protestants, 67—decrease, 17; Unitarians, 5; other persuasions, 37—decrease, 16; not reported, 57—decreâse, 32.

2. *Certificates.* The number of teachers employed holding first class Normal School or Provincial Certificates was 201—increase, 7; holding second class Normal School Certificates, 278—increase, 35. The number of teachers holding first class County Board Certificates was 1,191—increase, 182; holding second class County Board Certificates, 1,985—decrease, 103; holding third class County Board Certificates, 620—decrease, 43; unclassified, 128. The whole number of teachers holding certificates of qualification was 4,275—increase, 78.

3. The lowest salary paid any male teacher in *a County* was $80—the highest salary, $600. The *average* salary of male teachers in a county, with board, was $174—without board, $265; of a female teacher, with board, $132—without board, $170.

In *Cities*, the highest salary paid a teacher was $1,300—the lowest was $200. The average salary paid to male teachers was $577—of female teachers, $229.

In *Towns*, the highest salary paid a teacher was $900—the lowest, $249. The average salary of male teachers was $471—of female teachers, $242.

In *Villages*, the highest salary was $800, and the lowest $140, the average being $410 for males and $188 for females.

IV.—Table D.—Schools, School-Houses, School Visits, School Lectures, Time of Keeping the Schools Open.

Each Township, by the authority and acts of its Municipal Council, is divided into School sections of from two to four miles square. Each of these sections is intended for one school, or, at most, for two schools—one for boys, the other for girls, at the discretion of the Trustees and Local Superintendent.

1. The whole number of school sections reported is 4,261; being an increase of 107. The number of schools reported as open is 4,104; being an increase of 85. The number of school sections in which there were no schools open, or which, if open, have not been reported, is 157; being an increase of 22.

2. The number of free schools reported is 3,111; being an increase of 208. The number of free schools has increased at the rate of 200 to 600 a year since 1850, until now more than three-fourths of them are free, by the voluntary action of the rate-payers in each section separately, as the result of their own observation, experience, discussion, patriotism, and annual vote.

The number of schools partly free is 876; being a decrease of 141. The number of schools in which a fee of twenty-five cents per month for each pupil is paid (the highest fee permitted by law) is only 117.

3. *School Houses.*—The whole number of school-houses reported is 4,134; being an increase of 79; and of these 79, 34 are of brick and 27 of stone. Of the whole number of schoolhouses, 483 are of brick, 329 of stone, 1,597 frame, 1,698 log, and 27 not reported. The number of freehold titles to school premises is 3,450; being an increase of 106.

4. *School Visits.*—By Local Superintendents, 9,368—decrease, 99—but exceeding, on an average, two visits to each school; by Clergymen, 6,282—increase, 606; by Municipal Councillors, 1,859—decrease, 117; by Magistrates, 2,005—decrease, 165; by Judges and Members of Parliament, 598—increase, 282; by Trustees, 19,958—decrease, 308; by other persons, 27,854—increase, 2,706. Total number of School Visits, 67,924—increase, 2,905.

5. *School Examinations.*—The number of school examinations reported was 7,712—increase, 318, but not quite two on an average in each school.

6. *School Prizes.*—The number of schools in which prizes of books, etcetera, have been distributed as a reward and encouragement to meritorious pupils is 986—increase, 56.

7. *Recitations.*—The number of schools in which recitations of prose and poetry are practised, is 1,559—increase, 23.

8. *School Lectures.*—By Local Superintendents, 2,905—increase, 174, but more than a fourth less than the number of the School Sections, in each of which the law requires the Local Superintendent to deliver a lecture once a year; by other persons, 347—increase, 21. Whole number of lectures delivered during the year, 3,279—increase, 195.

9. *Time of keeping open the Schools.*—The average time of keeping open the schools is 10 months and 28 days—increase, 4 days. In the State of Massachusetts, the average time of keeping open the schools was 7 months and 18 days; in the State of New York, 7 months and 3 days; in the State of Pennsylvania, 5 months and 5½ days.

This great advance of Upper Canada beyond any of the neighboring States as to the length of time the schools are kept open each year, is largely owing to the principle on which our School Fund is distributed to the several schools, not according to school population, but according to the number of pupils taught, and the length of time the schools are kept open—that is, according to the work done in each school section.

V. Text Books, Maps and Apparatus used in the Schools. The Bible and Prayers.

1. The series of National Canadian Text Books (adopted and adapted from those of the Irish National Board) are now so universally used in our Schools, that the detailed table on this subject is not repeated. It is worthy of remark, that the text books specially prepared and adapted for the Canadian schools are rapidly superseding those for which they were intended as substitutes.

On the adoption of the decimal system of currency in Canada, it was felt that the national arithmetics should be adapted to it. This task was undertaken by Mr. Sangster, the mathematical master of the Normal School, who has compiled both a large and a small arithmetic, upon the plan of the national arithmetic, greatly improved and illustrated by examples taken from Canadian statistics.

These arithmetics, published by the enterprise of Mr. Lovell, are already used in 1,906 schools, being an increase of 782 schools during the year; while the use of the old national arithmetic has decreased during the year to the extent of 734 schools.

2. The same remark applies to Mr. Lovell's Canadian Geography, compiled by Mr. Hodgins, and intended to supersede Morse's Geography, which had heretofore been permitted in the schools in the absence of one better adapted for their use. The use of Morse's Geography has been discontinued in 703 schools during the year, while Lovell's Hodgins' Geography has been introduced into 818 schools, being now used in 1,864 schools.

The whole number of schools using maps is 2,965—increase, 145. The number of schools using globes is 1,017—increase, 91. The number of schools using blackboards is 3,526—increase, 184. The whole number of maps used in schools is 21,976—increase 1,309.

4. The number of schools opened and closed with prayer was 2,576—increase, 195. The number of schools in which the Bible or Testament is used was 2,922—increase, 43; being nearly three-fourths of all the Common Schools in Upper Canada.

VI. Table E.—Roman Catholic Separate Schools.

1. *Number of Schools.*—The number of schools reported is 109—the same as that of the preceding year.

2. *Receipts.*—The amount apportioned and paid from the Legislative School Grant (according to average attendance, as compared with that of the Common Schools in the same municipality) was $7,836—increase, $287. The amount apportioned and paid for maps, apparatus, prizes and libraries (upon the condition of an equal sum being contributed from local sources) was $47—decrease, $90. Amount derived from local school rates on the supporters of Separate Schools (nothing being received from municipal assessment) $12,931—increase, $581. Amount derived from subscriptions and other sources, $10,563—decrease, $360. The whole amount provided from local sources was $23,494—increase, $221. The amount of Legislative Grant for all Separate School purposes was $7,883—increase, $197. The total amount from all sources for the support of Separate Schools was $31,379—increase, $438.

3. *Expenditures.*—For payment of teachers, $25,188—increase, $659. For maps, apparatus, prizes and libraries, $393—decrease, $24. For other purposes, $5,797—decrease, $196.

4. *Pupils.*—The number of pupils in the Separate Schools was 14,700—increase, 1.069. There was a reported decrease in the attendance in 1861 of 1,077. The increased attendance of 1862 brings it up to within eight of the attendance of 1860.

5. *Teachers.*—The number of teachers reported was 162—increase, 15. Of these, 87 are male—increase, 16; and 75 are female—decrease, 1. Seventeen of the male teachers and 40 of the female teachers are reported to be of some religious order.

6. The same table shows the subjects taught in the schools, and the number of pupils in each. It is pleasing to remark the increased number of pupils in the higher subjects of study, and the increase of 79 maps in the schools.

VII. Table F.—Number of Grammar Schools, Receipts, Expenditures, Pupils.

1. The whole number of schools was 92—increase, 6.

2. The amount of legislative grant and fund apportioned and paid for salaries of teachers was $39,111—increase, $2,418.

3. The amount of legislative grant apportioned and paid for the purchase of maps, apparatus, prize books and libraries was $660—decrease, $184.

4. *The Amount received from Local Sources.*—From municipal grants, $16,774—decrease, $670. From fees of pupils, $20,220—decrease, $324. From balances of preceding year and other sources, $13,324—increase, $3,688.

5. Total receipts from all sources for 1862, $90,090—increase, $4,926.

6. *Expenditures.*—For masters' salaries, $73,211—increase, $2,176. For building, rents, and repairs of school-houses, $7,502—increase, $3,268. For maps, apparatus, prizes, and libraries, $1,671—decrease, $261. For fuel, books, and contingencies, $3,858—decrease, $49. Total expenditures for all Grammar School purposes during the year 1862, $86,244—increase, $5,135. Balance not collected and paid at the end of the year, $3,846—decrease, $208.

7. *Pupils.*—Number of pupils attending during the year, 4,982—increase, 216. Number of pupils residing in the city, town or village of the school, 3,561—increase, 186. Number of pupils residing in the county of the school, 1,131—increase, 81. Number of pupils sent from other counties, 290—decrease, 51. Number of pupils reported as in the prescribed Grammar School Subjects, 4,569—increase, 205. Number of new pupils admitted during the year, 1,860—decrease, 99. Number of pupils admitted by scholarships from Common Schools, 119—increase, 72. The same tale shows by whom these scholarships have been established, and the fees per term in each school.

VIII. Table G.

Relating to the Meteorological Observations required by law to be kept by the Head Master of each Senior County Grammar School, requires no other remarks than those connected with the table itself.

IX. Table H.—Number of Pupils in the several Subjects taught.

This table shows the number of pupils in each of the several subjects taught in the Grammar Schools—in English, in Latin, in Greek, in French, in Mathematics, in Geography (several divisions), in History (several divisions), in Physical Science (several divisions), in Writing, Book-keeping, Drawing, and Vocal Music. It appears that there were 4,872 in the different branches of English—increase, 254; in Latin, 2,258—decrease, 257; in Greek, 401—decrease, 44; in French, 1,462—increase, 87; in Mathematics, 4,778—increase, 223; in Geography, 4,412—increase, 303; in History, 4,050—increase, 245; in Physical Science, 2,949—increase, 198; in Writing, 4,291—increase, 148; in Book-keeping, 1,014—increase, 59; in Drawing, 539—increase, 156; in Vocal Music, 507—decrease, 25.

X. Text-Books used in the Grammar Schools.

The statistics relating to the text-books used in Grammar Schools is omitted in this Report, the text-books being for the most part the same as those prescribed by the official regulations and mentioned in preceding reports.

XI. Table I.

Table I. contains a return of the name, college and degree of each Head Master, the date of his appointment, number of his assistants, salaries, religious exercises of the schools, and the number of pupils who were matriculated at any University, or passed the Law Society, etc., etc. Of the hundred and thirty-one masters and teachers employed in the Grammar Schools, 45 were members of the Church of England, 46 were Presbyterians, 21 Methodists, 3 Baptists, 4 Congregationalists, 1 Roman Catholic, 1 reported as Protestant, and 10 whose denomination was not reported. Seventy-seven of the schools were opened and closed with prayers. For further miscellaneous information, I refer to the table.

XII. Table K.—Operations of the Normal and Model Schools during the year 1862.

1. The year is divided into two sessions of five months each—the one beginning the 8th of January and closing the 20th of June; the other beginning the 8th of August and closing the 20th of December. The object of the Normal School is to train teachers to teach the subjects of a Common School education. As, beside the preliminary education, persons are specially educated or trained to a trade or profession, and no one thinks of working as a mechanic, or practising as a physician, or lawyer, without a professional training, as well as a previous preparatory education, so the training of teachers for the profession of teaching, in addition to their preliminary education, is now considered a necessity in all civilized countries, and, as such, provided for. Most of the Normal Schools, both in Europe and America, provide for the greater part of the preliminary education, as well as the special professional training; but the Normal School of Upper Canada confines itself as exclusively as possible to the special work of training teachers to teach. No inducements are held out to any one to apply for admission to it, except those who wish to qualify themselves for the profession of teaching. None are admitted without passing an entrance examination equal to what is required for the ordinary second class County Board Teachers' Certificate nor is any candidate admitted except upon the declaration in writing that he intends to pursue the profession of teacher, and that his object in coming to the Normal School is to qualify himself better for his profession—the same declaration that is required of candidates for admission to Normal Schools in the neighboring States. That such is the object of candidates generally is obvious from the fact that a large majority of them have been teachers before applying for admission to the Normal School. The statistical table shows this. For example, the number admitted during the first session of 1862 was 148, of whom 82 had been teachers. The number admitted the second session was 135, of whom 68 had been teachers. The number admitted during the first session of the current year was 123, of whom 84 had been teachers.

2. The Model Schools—one for boys and the other for girls, each limited to 150 pupils, paying 25 cents weekly fees each—are connected with the Normal School. The teachers training in the Normal School, divided into classes, spend some time each week in these Model Schools, where they not only observe how a school should be organized and managed, and how the several subjects may be taught, but teach themselves, as assistants, and under the observation and instruction of the regular teacher of the schools.

3. Table K presents a condensed statistical view of the operations of the Normal School from the beginning. All the Counties in Upper Canada have been represented in it. The number of applicants for admission during the two Sessions of 1862 was 341; the number admitted was 283. The number who (after an examination of several days, on paper, at the close of each Session, on all the subjects taught, and as to their ability and skill in teaching and governing a school) received Provincial Certificates was 191. Teachers from the Normal School have given a tone and character to Common School teaching generally; the demand for them increases yearly, and thus the influence

of the Normal School is felt throughout Upper Canada in the improved method of school organization and teaching, as well as in the qualifications, character and position of teachers.

XIII. Table L.—Other Educational Institutions in Upper Canada.

An imperfect view would be formed of the state of education in any country if confined to its Public, Primary and Grammar Schools. The Superintendent of Public Instruction in the State of New York presents annually a report of the private as well as the public educational institutions of that State. The number of Colleges reported in Upper Canada is 13, containing 1,373 students, with an income, from public sources, of $94,800, and from fees of $33,750. The number of private academies and schools reported was 342 (increase, 6), containing 481 teachers (increase, 59), 6,784 pupils (decrease, 577), with an income from fees of $56,233 (increase, $10,839).

XIV. Table M.—Free Public Libraries Supplied by the Educational Department—Sunday School and other Public Libraries.

1. The system of Free Public Libraries is as follows: A carefully-classified catalogue of about four thousand works (which, after examination, have been approved by the Council of Public Instruction), is sent to the Trustees of each school section and the Council of each Municipality. From this catalogue the Municipal or school authorities, desirous of establishing or improving a library, select such books as they think proper, and receive from the Department the books desired (as far as they are in print or stock), at cost prices, with an apportionment of one hundred per cent. upon whatever sum or sums they transfer towards the purchase of books. The libraries are managed by the local Councils and Trustees, according to general regulations, as provided by law, by the Council of Public Instruction.

2. Since the severe commercial and financial depression through which the country has passed, the annual demand for library books has been less than in previous years, while the demand for prize-books in the schools (supplied upon the same terms as library books) has increased. The amount provided from local sources for libraries during the year is $1,636—decrease, $405. The same amount has been apportioned by the Department for the same purpose. The value of library books supplied by the Department during the year 1862 was $3,272—decrease, $811. The number of libraries was 518—increase, 37. The total value of library books supplied by the Department since 1855 is $107,165, consisting of 198,848 volumes, on the following subjects: History, 35,057; Zoology and Physiology, 13,677; Botany, 2,544; Phenomena, 5,449; Physical Sciences, 4,249; Geology, 1,772; Natural Philosophy and Manufactures, 11,585; Chemistry, 1,413; Agricultural Chemistry, 750; Practical Agriculture, 8,331; Literature, 19,480; Voyages and Travels, 15,464; Biography, 22,447; Tales and Sketches—practical life, 54,283; Teachers' Library, 2,347. Total of Library Books, 198,848. To these may be added the prize-books, 99,576 volumes, making a grand total of works supplied by the Department of 298,424.

3. The number of Sunday School libraries reported is 1,969, containing 301,719 volumes. The number of other public libraries reported is 369, containing 116,884 volumes. Total number of Sunday School and other public libraries 2,856, containing 667,451 volumes, or nearly one volume for every two inhabitants (old and young) of the country.

XV. Table N.—Maps, Apparatus and Prize-Books Supplied by the Department to Grammar and Common Schools during the Year 1862.

1. During the year $16,193 (one-half contributed from local sources) have been paid for the purchase of 154 maps of the world; 215 of Europe; 195 of Asia; 174 of Africa; 190 of America; 184 of Canada; 245 of Great Britain and Ireland; 138 single hemi-

spheres; 163 Classical and Scriptural maps; 317 other maps and charts; 135 globes; 8,555 object-lessons, etcetera; 29,760 (increase, 2,829) volumes of prize-books, procured and awarded by local school authorities to meritorious pupils in the schools.

2. Since 1855 there have been received from local sources in this branch of the Department $52,543, to which has been added the apportionment of an equal sum, making a total of $105,087; by which means there have been sent out from the Department to the local school authorities applying for them, and paying fifty per cent. on the cost price of them, 1,379 maps of the world; 2,155 of Europe; 1,172 of Asia; 1,608 of Africa; 1,871 of America; 1,952 of Canada; 2,332 of Great Britain and Ireland; 1,479 single hemispheres; 1,287 Classical and Scriptural maps; 3,300 other maps and charts; 1,178 globes; 11,698 other articles of school apparatus; 99,158 historical and other lessons in charts; 99,576 volumes in prize-books.

3. The maps, globes and various articles of school apparatus sent out by the Department, apportionment one hundred per cent. upon whatsoever sum or sums are provided from local sources, are nearly all manufactured in Canada, and are better executed and at lower prices than imported articles of the same kind. The globes and maps manufactured (even to the material) in Canada contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurians, mechanical powers, numeral frames, geometrical forms, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to municipal and school authorities. In this way new domestic manufactures are introduced, and mechanical and artistic skill and enterprise are encouraged, and many aids to school and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty and at great expense, are now easily and cheaply accessible to private families, as well as to public, municipal and school authorities all over the country.

4. It is also worthy of remark that this important branch of the Educational Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured; so that it does not cost either the public revenue or school fund a penny, beyond what is apportioned to the municipalities and school sections providing a like sum or sums, for the purchase of books, maps, globes and various articles of school apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a public Department of this kind conferring so great a benefit upon the public, and without adding to further expenses.

XVI. Table O.—The Superannuated or Worn-out Teachers.

1. The Legislature has appropriated $4,000 per annum in aid of superannuated or worn-out Common School teachers. The allowance cannot exceed $6 per annum for each year that the recipient has taught a Common School in Upper Canada. Each recipient must pay $4 for the current year, or $5 for each past year, since 1854, into the Fund; nor can any teacher share in the Fund unless he pays annually at that rate to the Fund, commencing with the time of his beginning to teach, or with 1854 (when the system was established), if he began to teach before that time. If a teacher has not paid his subscription annually, he must pay at the rate of $5 per annum for past time, in order to be entitled to share in the Fund when worn out.

2. Table O gives the age, services, etcetera, of each pensioner, and the amount of the pittance which he receives. Two hundred and nine teachers have been admitted to receive aid from this Fund, of whom 38 have died before or during the year 1862. The average age of each pensioner in 1862 was 66½ years. Previous reports contain the names of the parties on whose testimony the application has, in each instance, been granted, together with the county of his residence. That part of the table is omitted in this report.

XVII. Table P.—Distribution of the Legislative Grant, together with the Sums Raised as an Equivalent thereto, together with Other Moneys Provided by Municipalities and Trustees.

This table presents a complete view of all moneys which have been received and expended (and from what sources derived), and for what purpose, in common with the Normal, Model, Grammar, and Common Schools throughout Upper Canada. Here may be seen at a glance that this money has not been expended in any favoured localities, and how far it has been expended in the counties, cities, towns and villages. It appears that the people of Upper Canada provided and expended for Grammar and Common School purposes, in 1862, $1,518,433, being an increase on the receipts and expenditures of the preceding year of $22,353. For details, see the table.

XVIII. Table Q.—Educational Summary for 1862.

Table Q exhibits the number of Educational Institutions of every kind (as far as the returns could be obtained), the number of pupils attending them, and the amount expended in their support. The whole number of Educational Institutions of every kind was 4,554—increase, 95. The whole amount available for educational purposes was $1,703,216—increase, $33,192.

XIX. Table R.—General Statistical Abstract of the Progress of Education in Upper Canada, from 1842 to 1862 Inclusive.

This table contains all the statistics I have been able to obtain, illustrative of the progress of each branch of education in connection with all the Educational Institutions of Upper Canada since 1842.

XX. The Educational Museum.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, etcetera, selected from the principal museums of Europe, including busts of some of the most celebrated characters in English and French history; also copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian, Schools of painting. These objects of art are labelled, for the information of those who are not familiar with the originals, but a descriptive, historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people"; and the opinion is, at the same time, strongly

expressed that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desired, even in England, that those who have not the opportunity or means of travelling abroad should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raphael and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the school grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a museum in connection with this department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds in drawing, painting, modelling, etcetera.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

XXI. Inspectors' Reports of Grammar Schools.

In Appendix B will be found the General Report of the Inspectors of Grammar Schools for the year 1862—papers worthy of an attentive perusal, and to which I need not add anything on the subject to which they so practically and earnestly refer. The Reverend Mr. Ambery has failed to present a report similar to that which has been furnished by the other two Inspectors—the Reverend Doctor Ormiston and the Reverend Mr. Checkley.

It is to be deeply regretted that Doctor Ormiston's health has compelled him to retire from his official connection with our system of public instruction, a field of labour which he has occupied during years with distinguished ability and ardent zeal. The whole country will lament the absence of his welcome periodical visits, which he made no less interesting and useful to the public by his eloquent addresses, than he did to the schools by his special examinations and affectionate counsels. I am sure I express the wish of hundreds of thousands when I pray that the Reverend Doctor Ormiston's health may be speedily re-established, and that he may long live to be, as he has been, an honour and a blessing to the country.

XXII. Extracts from the Reports of the Local Superintendents of Common Schools.

1. Appendix A contains extracts from the reports of Local Superintendents of townships, cities, towns and incorporated villages. It is to be regretted that no explanatory or suggestive remarks have accompanied the returns from several counties, cities and towns. It may be assumed that what is stated in the extracts given is applicable to all the municipalities.

2. It has been objected in some instances, but I think without due consideration, that the publication of these extracts from local reports is needless, and an incumbrance to my Annual Report. On the contrary, I think they form a most important and useful part of it. They are the language, not of the nominees of the Educational Department, but of persons appointed and paid by the local elected municipalities, and

state, from personal experience, the working of the school system, its difficulties and defects, and express sentiments which more or less prevail in different sections of the Province. The value attached to such extracts in countries similarly situated, and even where the school systems have been long established, may be inferred from the fact that in the last Annual Report (for 1862) of the New York State Superintendent of Public Instruction, containing 412 pages, 304 pages of it are devoted to extracts of local reports from counties and cities; and in the Massachusetts School Report for the same year, containing 463 pages, 284 pages are occupied with extracts from local reports, though relating to schools of fewer pupils than those attending the schools of Upper Canada.

3. These extracts from local reports—which I have given without partiality, as is clear from their diversity of sentiment—exhibit the inner and practical life of the people in several respects, especially in the new settlements, as well as that of the school system, the nature of the obstacles to its operations from various causes, from newness of settlements and poverty in some instances, from indifference and ignorance in others; and the noble way in which the people generally exert themselves, under many difficulties, to educate their children, together with the growing success of their efforts. The different working and results of the same system in the different townships, cities and towns show how far the obstacles to its progress arise from any defects in the system itself, or from the disposition, intelligence or circumstances of the people and of their elected trustees.

4. These extracts from local reports clearly show the local voluntary character of the school system, like the municipal system, a power given to the people to manage their own affairs in their own way, spending or doing much or little for the education of their children, as they please, while the Educational Department is an aid to prompt and facilitate their exertions, and a special help to those who endeavour to help themselves in the great work which lies at the foundation of the country's freedom and progress.

XXIII. Miscellaneous Remarks.

Roman Catholic Separate School Bill.

1. During the former part of the current year the Legislature passed an Act to amend the Roman Catholic Separate School Act of 1855. As very erroneous impressions exist, in the minds of many friends of general education, as to the provisions of this Act, I have thought proper to insert it in Appendix G of this Report, in parallel columns with the Separate School Act of 1855, with explanatory notes and remarks.

2. Anyone who will take the pains to read and compare the two Acts, clause by clause, must see that the Public School System of Upper Canada is greatly strengthened and benefited, rather than weakened and endangered by the present Separate School Amendment Act.

The School System.

In my Report for 1857 I discussed at large the principles of our Common School system. In that Report I explained the nature of the provisions in regard to "Religious Instruction in the Public Schools," and answered the objections which had been made to this feature of the system. No new objections have since been started, and the old ones have been seldom repeated.

2. In the same Report I discussed the provisions of the law in regard to Separate Schools, and while I expressed my regret that the principle of Separate Schools had been introduced into the law in 1841 (at the time of the union of Upper and Lower Canada), and my belief that they were an injury rather than a benefit to the Roman Catholics themselves, I assigned several reasons why I thought those provisions of the law should be retained. I have since seen no reason to change or modify the views then fully expressed.

3. In the same Report I compared the principles, workings and results of the Elementary School system of Upper Canada with those of the systems which have been established in Great Britain and Ireland.

4. In my Report for 1860 I compared the ten years' progress of the Common Schools in Upper Canada with that in the States of Massachusetts, New York and Pennsylvania.

5. I think it, therefore, needless to discuss in this Report any of the principles involved in our public school system. As it is in the power of each county, city, town and incorporated village to continue or not continue the school system, as it was to adopt or not adopt it, the municipalities may be left to judge and act for themselves. The only aid given by the Legislature is the annual school grant—given only until the proceeds of the sale of public lands shall constitute a moderate school fund. But, in the State of Massachusetts, the school fund amounted, in January, 1862, to a capital of $1,588,263. The "amount raised by taxes for the support of public schools, including only wages, board, fuel, care of fires and school rooms, $1,500,501." The "amount paid for the superintendence of schools and printing School Reports, $51,948." The Massachusetts School Law requires each township to raise, by tax, one dollar and fifty cents for each person between five and fifteen years of age, as a condition of sharing in the income of the State School Fund, amounting, as yet, to only $93,500. The "sum raised by taxes for the education of each child in the State, between five and fifteen years of age, per child," was six dollars and a fraction. The population of Massachusetts, in 1860, was 1,396,091. In the State of New York the population was, in 1860, 3,851,563; in 1862 the amount apportioned from the State Common School Fund was $320,000; the amount of State school tax was $1,086,977; the amount of local school taxes was $2,068,057; the amount of rate-bills in rural districts (the schools in cities and towns are all free) was $407,009. For payment of salaries of School Commissioners, or Local Superintendents, $56,000. The expenses of the State Normal School and the State Education Office are paid out of the public revenue, and not from the school fund. The States of Ohio and Illinois (especially the latter) present still more remarkable statistics of State income, State and local taxation for school purposes; but the statistics here given may be sufficient to satisfy those who wish to compare the taxation and working of our school system with that of the principal neighbouring States.

6. The Common School law being now settled, no one proposing to change any feature of it, or advocating the repeal of the Separate School law, it only remains for the legislature to remedy the defects in the Grammar School law.

The steady progress which the school system has made, irrespective of the occasional depression of agriculture, trade and commerce, the wide dimensions to which it has attained, the various aids to the improvement and extension of its operations, the sensitiveness and jealousy with which the people at large view any possible infringement of its principles or integrity, and the liberality and zeal with which they have availed themselves of its facilities for the education of their children, encourage the hope, under the Divine blessing, for the future advancement and prosperity of Upper Canada.

TORONTO, July, 1863. E. RYERSON.

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA FOR THE YEAR 1863.

To His Excellency the Right Honourable Viscount Monck, Governor General.

MAY IT PLEASE YOUR EXCELLENCY:

In presenting, as required by law, my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada for the year 1863, I am happy to be able to note, during this, as in former years, the gradual and uninterrupted advancement of the School System, in the receipts and expenditures for the support of the Schools, in the attendance of Pupils, as also in the social position and qualifications of Teachers, and the general character of the Schools, together with the entire absence of all agitation on the subject of either the Common or Separate School Law.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

1. The amount apportioned from the Legislative Grant for the Salaries of Teachers in 1863 was a little more than in 1862; but as a balance of $1,030 remained unpaid at the end of the year, the sum actually paid, as well as apportioned, is $1,047 less in 1863 than in 1862,—the apportionment for 1862 being $3,000 in advance of 1861. The aggregate amount paid from the Legislative School Grant for Salaries of Teachers in 1863, was $158,073; for 1862, $159,120—decrease, $1,047. The amount apportioned the current year, (1864), is $6,000 in advance of 1863.

2. The amount apportioned and paid for the purchase of Maps, Apparatus, Prize Books and Libraries,—always on the condition of an equal sum being provided from local sources,—was $8,854; in 1862, $8,850.

3. As a condition of receiving the Legislative Grant, each Municipality is required to provide, by local Assessment, a sum at least equal to that received; but each Municipality can provide as large an additional sum as it may judge expedient for the education of youth within its own jurisdiction. The amount provided by Municipal Assessment in 1863 was $287,768; an increase over 1862 of $13,297; and in excess of the Legislative Grant, $129,695.

4. As the elected Council of each Municipality, so the elected Trustees of each School Section have discretionary authority to provide means for the support of their School, or Schools, by Assessment, and by Fees of Pupils, unless the Ratepayers in Public Meeting decide in favour of a Free School. The amount of Rates levied and collected by Trustees, (in addition to the Municipal Assessment of $287,768), was $631,755,—being an increase on the year 1862 of $11,487.

5. Rate-bills, (or Monthly or Quarterly Fees,) are imposed on Pupils where the Schools are not Free, so that Rate-bills decrease as Free Schools increase; and the Rate-payers, at each annual School Section Meeting, determine whether their School shall be Free, or not, during the year. In Cities, Towns, and Incorporated Villages, the elected Trustees decide whether the Schools shall be Free, or not. The amount of Rate-bills imposed and collected during the year 1863, was $72,680,—being a decrease from the preceding year of $1,170.

6. The amount received from the Clergy Reserve or Municipalities Fund and other sources was $108,467; decrease, 4,056.

7. The amount available from balances of 1862, (not paid at the end of the year), was $167,285; increase, $20,248.

8. Total Receipts for all Common School purposes in Upper Canada for 1863, were $1,432,885; increase on 1862, $36,762. Expenditures: 1. For the Salaries of Teachers, $987,555; increase, $27,979. 2. For Maps, Apparatus, Prizes and Libraries, $20,775;

decrease, $1,541. 3. For School Sites and Building School-houses, $106,637; decrease, $8,081. 4. For Rents and Repairs of School Houses, $34,867; decrease, $3,093. 5. For School Books, Stationery, Fuel, etcetera, $104,610; increase, $7,391. 6. Total expenditure for all Common School purposes, $1,254,447; increase, $22,454. 7. Balance, unexpended, or not paid at the end of the year, $178,438; increase, $14,308.

II. Table B.—School Population—Pupils attending Common Schools, and in different Branches of Instruction.

An old Statute requires the legal Returns of School population to include only Children between the ages of 5 and 16 years. This was long considered the School age of Children both in this Country and in the State of New York, whence our Statute was chiefly borrowed. But our School Law secures to all persons, from 5 to 21 years of age, the right of attending School, as long as their conduct conforms to its Rules and Discipline; so that Pupils between the ages of 16 and 21 have the same right to attend School, and upon the same terms, as have Children in the same classes between the ages of 5 and 16 years.

1. The School population, (including only Children between 5 and 16 years of age,) was 412,367; being an increase on the preceding year, of 9,065.

2. The number of Pupils between the ages of 5 and 16 years, was 339,817; being an increase of 14,999. The number of pupils of other ages was 20,991; being an increase of 2,076. The whole number of Pupils attending the Schools in 1863 was 360,808; being an increase of 17,075.

3. The number of Boys attending School was 192,990; being an increase of 7,549. The number of Girls was 167,818; being an increase of 9,526. A large number of Girls and Boys attend private Schools. The number of Pupils returned as indigent was 4,923; being a decrease of 169. ffffl

4. I refer to the Table itself for the periods of the attendance at School, and the number in each of the several branches of study taught in the Common Schools. The Table shows a gratifying increase of Pupils in all the higher branches.

5. The same Table reports the painful and humiliating facts of 44,975 not attending any School in Upper Canada,—a public blot, disgrace and danger, which all possible efforts should be made to remove. The number of persons between the ages of 4 and 21 years in the State of New York reported as not attending any School, in 1863, was 372,352.

III. Table C.—Religious Denominations, Certificates, Annual Salaries of Teachers.

1. According to this Table, there are 4,504 Teachers employed in the Schools of Upper Canada, of whom 3,094 are males,—decrease, 21; and 1,410 are females,—increase, 119. They are reported to be of the following Religious Persuasions: Church of England, 747—decrease, 71; Church of Rome, 504—increase, 20; Presbyterians, 1,316—increase, 29; Methodists, 1,313,—increase, 25; Baptists, 246,—increase, 28; Congregationalists, 75,—increase, 8; Lutheran, 26,—decrease, 6; Quakers, 20,—decrease, 2; Christians and Disciples, 34,—increase, 10; reported as Protestants, 81,—increase, 14; Unitarians, 1,—decrease, 4; other Denominations, 40,—increase, 3; not reported, 101,—increase, 44.

2. *Certificates.*—The number of Teachers reported as employed in the Schools holding First Class Normal School, or Provincial, Certificates, was 222,—increase, 21; holding Second Class Normal School Certificates, 275,—decrease, 3. The number of Teachers holding First Class County Board Certificates was 1,263, increase, 72; holding Second Class County Board Certificates, 2,112,—increase, 127; holding Third Class County Board Certificates, 493,—decrease, 127. The whole number of Teachers holding Certificates of qualification was 4,365,—increase, 90.

3. *Annual Salaries of Teachers.*—The lowest Salary paid to male Teachers in a County was $184,—highest salary, $600. The average Salary of male Teachers, with board, was $161,—without board, $261; of female Teachers, with board, $130,—without board, $172.

In Cities. the highest salary paid to male Teachers was $1,300,—the lowest was $250. The average salary of male Teachers was $558,—of female Teachers, $225.

In Towns, the highest salary paid to male Teachers was $800,—the lowest, $198. The average salary of male Teachers was $470,—of female Teachers, $227.

In Villages, the highest salary paid to male Teachers was $800,—the lowest, $180. The average salary of male Teachers was $408,—of female Teachers, $180. There is a small increase under each of these heads.

4. The number of Schools in which the Teachers were changed during the year was 787; and the number of Schools in which more than one Teacher was employed was 187,—increase, 27.

IV. Table D.—Schools, School-Houses, School Visits, School Lectures, Time of Keeping the Schools Open.

Each Township, by the Acts of its own Municipal Council, is divided into School Sections of from two to four miles square. Each of these Sections is intended for one School, or, at most, for two Schools,—one for Boys, the other for Girls, at the discretion of the Trustees and Local School Superintendent. Each City, Town, or Incorporated Village is regarded as one School division, although containing several Schools, being under the direction of one Board of School Trustees, which determines the kind and number of Schools in each such Municipality, and the manner of supporting them.

1. The whole number of School Sections reported in 1863, was 4,273,—increase, 12. The number of Schools reported as open, was 4,133,—increase, 29. The number of Schools closed, or at least not reported, was 140,—decrease, 17.

2. The number of Free Schools reported was 3,228,—increase, 117, being more than three-fourths of all the Common Schools in Upper Canada, by the voluntary action of the rate-payers in each Section separately, as the result of their own discussions, observations, experience, patriotism and annual vote. The number of Schools partly free, was 834,—decrease, 42. The number of Schools in which Rate-bills were imposed, was only 71,—decrease, 46.

3. *School-Houses.*—The whole number of School-houses reported was 4,173,—increase, 39. Of these, 501 are Brick,—increase, 18; 335 are Stone,—increase, 6; 1,633 are Frame,—increase, 36; 1,675 are Log,—decrease, 23; not reported, 29. The number of freehold titles to School premises reported, was 3,546,—increase, 96; number of School Sites held by leases, was 43,—decrease, 33; number rented, 111,—decrease, 16; not reported, 80. Number of School-houses built during the year, Brick, 27; Stone, 9; Frame, 43; Log, 25. The whole number of School-houses built during the year was 104.

4. *School Visits.*—By Local Superintendents, 9,697,—increase, 329; by Clergymen, 6,318,—increase, 36; by Municipal Councillors, 1,765,—decrease, 94; by Magistrates, 2,250,—increase, 245; by Judges and Members of Parliament, 488.—decrease, 110; by Trustees, 20,046,—increase, 1,088; by other persons, 28, 698,—increase, 844. Whole number of School Visits, 69,262,—increase, 1,338.

5. *Public Examinations.*—The number of Public School Examinations reported was 7,570,—decrease, 142, (very extraordinary), although there was a reported increase, the previous year, of 318—not quite two on an average in each School, while the law requires every Teacher to have at the end of each Quarter a Public Examination of his Schools, of which "he shall give due notice to Trustees of the School, and to any

School Visitors who reside in, or adjacent to, such School Section, and through the Pupils to their Parents and Guardians."

6. *School Prizes.*—The number of Schools in which Prizes of Books, etcetera, were distributed, as a reward and encouragement to meritorious Pupils, was 1,213,—increase, 227. A comprehensive list of carefully selected Prize Books is furnished by the Department to Trustees applying for them, and one hundred per cent. is allowed to them on whatever Books they may select from this list, as Prizes to encourage the Pupils of their Schools.

7. *Recitations.*—The number of Schools in which Recitations of Prose and Poetry are practised was 1,738,—increase, 179; a very useful exercise, which ought to be practised monthly in every School.

8. *School Lectures.*—The Law requires every Local Superintendent to deliver annually an Educational Lecture in each School Section under his charge. The number of Lectures delivered by Local Superintendents during the year 1863, was 2,815,—decrease, 90; so that this part of prescribed duty has been neglected by Local Superintendents in more than one-fourth of the School Sections. School Lectures by other persons, 320,—decrease, 54.

9. *Time of keeping Open the Schools.*—The average time of keeping open the Schools during the year 1863 was 10 months and 29 days,—increase 1 day. The average time of keeping open the Schools during the year in the State of Massachusetts, according to the last Report, was 8 months; in the State of New York, 7 months and 11 days; in the State of Pennsylvania, 5 months and 17 days; in Ohio, 6 months and 2 days; in Michigan, 6 months and 1 day.

The average time of keeping open the Schools in Upper Canada was formerly little over six months in a year, or about the same as that mentioned in the States of Massachusetts, New York and Pennsylvania, when the Annual Legislative School Grant was distributed to each School Section on the basis of school population, upon the sole condition of the School being kept open for six months; but by the School Act of 1850, while the apportionment to each Municipality was to be made, as heretofore, upon the basis of population, the distribution of the sum thus apportioned to each Municipality was to be distributed to each School Section, not according to population, but according to the average attendance of Pupils and the length of time the School should be kept open by a legally qualified Teacher,—that is, according to the work done in each School Section. This provision of the law, in connection with other influences of the School System, has nearly doubled the work done in the Schools since 1850, in addition to their greater efficiency.

V.—Table E.—Text Books, Maps, and Apparatus used in the Schools.

1. The paramount object of using a uniform series of Text Books in the Schools has been nearly accomplished, and that, without coercion, by the recommendation of a superior class of Books, and by encouraging and supplying deficiencies in the facilities of procuring them. The series of Irish National Text Books,—having been prepared by experienced Teachers, and revised by the members, (Protestant and Roman Catholic,) of the Irish National Board, and every sentence omitted to which any Member of the Board objected, was adopted by the Council of Public Instruction for Upper Canada. Arrangements, (open to all Canadian Booksellers,) were made with the National Board for procuring them, and permission obtained to reprint them in Upper Canada. That permission was extended by the Council of Public Instruction to all Publishers and Printers in Canada who wished to avail themselves of it. In addition, therefore, to the original Dublin editions of these Books, successive rival editions of the Books have appeared in Canada; resulting in rendering a uniform series of excellent Text Books

accessible, at unprecedentedly low prices, to every part of the Country. Their use in the Schools is all but universal; the Readers are used in 4,051 Schools,—increase, 125,—in all but 82 schools reported. It has been necessary to modify and adapt some of these Books for the Schools; and it is worthy of remark that these Canadian adaptations of the National Text Books are rapidly superseding, not only all others, but those for which they were intended as substitutes.

2. On the adoption of the decimal Currency in Canada, it was felt that the National Arithmetics should be adapted to it. This task was undertaken by Mr. J. H. Sangster, M.A., and M.D., the Mathematical Master of the Normal School for Upper Canada; and he has compiled a large, as well as small, Arithmetic, upon the plan of the original National Arithmetic, but greatly improved, in the estimation of the most competent Judges, and illustrated by examples taken from Canadian statistics. These National Arithmetics, compiled by Mr. Sangster, and published by the enterprise of Mr. John Lovell, of Montreal, are already used in 2,561 Schools,—increase, during the year, 655 Schools; while the old National Arithmetic for which Mr. Lovell's Sangster's Arithmetic is a substitute, was used in 1,560 Schools,—decrease, 643.

3. It has also been long felt that there should be a Canadian Geography, as well as a Canadian Arithmetic, containing Maps and information of the Canadian and British American Provinces, wanting in both English and American Geographies, apart from the egotistical and anti-British spirit of the latter. Among all the Geographies heretofore available, Morse's was considered the least objectionable, and constructed upon the best plan. The use of it was therefore permitted in the Schools, in the absence of one better adapted to them. The task of preparing a Geography upon the plan of Morse's, but greatly improved and adapted to Canadian Schools, was at length undertaken by Mr. J. G. Hodgins, LL.B., Deputy Superintendent of Education for Upper Canada, who spared no labour, or research, to render the publication as perfect as possible. The publication of it was undertaken at the expense and by the enterprise of Mr. Lovell, of Montreal, who expended some $10,000 in getting up the Maps and other engravings with which it is profusely and Nationally illustrated. It is already used in 2,084 Schools,—increase, 220.

4. The brief but important Table referred to shews the Books used in the Schools, and the extent to which Globes, Maps and the different kinds of School Apparatus are used in them.

VI. Table F.—Roman Catholic Separate Schools.

1. The number of Schools reported is 120,—increase, 11.

2. Receipts. The amount of Legislative School Grant apportioned and paid to Separate Schools, according to the average attendance of Pupils at the Schools, as compared with that of the Common Schools in the same Municipality, was $8,075,—increase, $238. The amount apportioned for the purchase of Maps, Apparatus, Prizes and Libraries, upon condition of an equal sum being provided from local sources, was $103,—increase, $55.

3. Amount received from local Rates on Supporters of Separate Schools, was $11,684,—increase, $1,121. The total amount received from all sources for the Support of Separate Schools, was $33,809,—increase, $2,429.

Expenditures. 1. For payment of Teachers, $25,440,—increase, $252.

2. For Maps, Apparatus, Prizes and Libraries, $366,—decrease, $27.

3. For other purposes, such as Repairs and Rents of School-Houses, etcetera, $8,001,—increase, $2,204.

4. Pupils.—The number of Pupils reported in the Separate Schools was 15,859,—increase, 1,159.

5. Teachers.—The number of Teachers reported in these Schools was 171,—increase, 9. Male Teachers, 78,—decrease, 9; Female Teachers, 93,—increase, 18.

6. The same Table shows the subjects taught in the Schools and the number of Pupils taught in each subject. There is a large proportionate increase of Pupils in the higher subjects, and 442 maps used in 77 of the 120 Schools.

VII. TABLE G.—NUMBER OF GRAMMAR SCHOOLS, RECEIPTS, EXPENDITURES AND PUPILS.

1. The whole number of Grammar Schools was 95,—increase, 3.

2. The amount of Legislative Grant apportioned and paid for salaries of Teachers, was $43,523,—increase, $4,412.

3. The amount of Legislative Grant apportioned and paid for the purchase of Maps, Apparatus, Prize Books, and Libraries, always on the condition of an equal sum being provided from local sources, was $751,—increase, $91.

4. The amount received from Local Sources.—From Municipal Grants, $15,636,—decrease, $1,138; from Fees of Pupils, $20,462,—increase, $242; from balances and other sources, $8,786,—decrease, $4,538. Total receipts for Grammar School purposes, $89,158,—decrease, $931.

5. Expenditures.—For Masters' Salaries, $76,121,—increase, $2,910; for building, rents and repairs of School Houses, $3,470,—decrease, $4,032; for Maps, Apparatus, Prize Books and Libraries $1,825,—increase, $154; for Fuel, Books, and Contingencies, $4,492,—increase, $633. Total Expenditure for Grammar School purposes, $85,910,—decrease, $334. Balances not collected and paid at the end of the year, $3,248,—decrease, $597.

6. Pupils.—The number of Pupils attending the Schools was 5,352,—increase, 370; the number of Pupils, whose Parents reside in the City, Town, or Village, in which the Grammar School is situated, 4,013,—increase, 452; number of Pupils whose Parents reside in the County, but not in the City, Town or Village of the Grammar School, 1,946,—decrease, 85; number of Pupils whose Parents reside in other Counties than that of the Grammar School, 293, increase, 3; number of Pupils reported as in Grammar School subjects, 4,786,—increase, 217; number of new Pupils admitted during the year 1863, 1,982; number of those new Pupils who had passed the prescribed entrance examination, 1,718,—increase, 51; number of those Pupils admitted from the Common Schools by Scholarships, 215,—increase, 96. The same Table shows by whom these Scholarships were established, and the Fees per term in each School.

VIII. TABLE H.—METEOROLOGICAL OBSERVATIONS.

This Table relates to the Meteorological Observations required by law to be made by the Head Master of each Senior County Grammar School, and requires no other remarks than those connected with the Table itself.

IX. TABLE I.—NUMBER OF PUPILS IN THE SEVERAL SUBJECTS TAUGHT.

This Table shows the number of Pupils in each of the several subjects taught in the Grammar Schools,—in English, Latin, Greek, French, Mathematics, Geography, (several divisions), History, (several divisions), Physical Science (several divisions), Writing, Book-keeping, Drawing, and Vocal Music. For minute statistical details of the work done in these subjects, the Table is referred to. In the different branches of English there were 5,196 Pupils,—increase, 324; in Latin, 2,701,—increase, 443; in greek, only 711,—decrease, 45; in French 1,610,—increase, 148; in Mathematics, 5,089,—increase, 311; in Geography 4,738,—increase, 326; in History, 4,196,—increase, 146; in Physical Science, 2,664,—decrease, 285; in Writing, 4,595,—increase, 304; in Book-keeping, 1,145—increase, 131; in Drawing, 474,—decrease, 65; in Vocal Music, 557,—increase, 50. The Schools in which the Bible is used numbered 63.

X. Table K.—Masters, Miscellaneous Information.

This Table contains the Returns of the name, College Degree and Religious Persuasion of each Head Master, the date of his appointment, the number of his Assistants, Salaries, Religious Exercises; the number of Pupils who have matriculated in any University, or passed the Law Society, length of time each School is kept open, how furnished, number of Schools in which Prizes are given, in which Gymnastics are taught, the Schools which are united with Common Schools, etcetera.

XI. Table L.—Operations of the Normal and Model Schools during the Year 1863.

1. This Table presents a condensed statistical view of the operations, from the beginning, of these important Institutions, designed to train Teachers both theoretically and practically, for the great work of conducting the Schools of the Country. As, besides the preliminary education, persons are specially educated, or trained, to a trade or profession, and no one thinks of working as a Mechanic, or practising as a Physician, or Lawyer, without a professional training, as well as a previous preparatory education, so the training of Teachers for the profession of teaching, in addition to their previous preparatory education, is now considered a necessity in all civilized Countries, and, as such, is provided for. Most of the Normal Schools, both in Europe and America, provide for the greater part of the preliminary education, as well as the special professional training of Teachers. This is, however, attended with great additional public expense. But the Normal School of Upper Canada is not intended to do what can be done in other Schools throughout the Country, but confines itself as exclusively as possible to the special work of training Teachers how to teach. No inducements are held out to anyone to apply for admission to it, except those who wish to qualify themselves for the profession of teaching. None are admitted without passing an entrance examination, equal to what is required for an ordinary Second Class County Board Teachers' Certificate; nor is any person admitted except upon the declaration, in writing, that he, (or she), intends to pursue the profession of a Teacher, and that his, (or her), object in coming to the Normal School is to qualify himself, (or herself), better for the profession,—the same declaration that is required of Candidates for admission to the Normal Schools of the neighbouring States. The Model Schools, (one for Boys, the other for Girls, each limited to 150 Pupils, paying 25 cents a week each, while the City Schools are free), are appendages to the Normal School. The Teachers-in-training in the Normal School, divided into classes, spend some time each week in these Model Schools, where they not only observe how a School, teaching Common School subjects, should be organized and managed, and how the several subjects are taught; but, at length, engage in teaching classes themselves, as Assistants, under the observation and instruction of the regularly-trained Teachers of the School.

2. The year, in the Normal School, is divided into two Sessions of five months each,—the one beginning on the 8th January and ending on the 20th of June; the other beginning on the 8th of August and ending on the 20th of December. The number of applications for admission during the former Session of 1863, was 163—80 males and 83 females. The number admitted was 143,—70 males and 73 females; the rest of the applicants were not found qualified to pass the Entrance Examination. The number of applications for admission at the latter Session was 166—95 males and 71 females; of these 148 were admitted—84 males and 64 females; the rest failed to obtain admission for want of the requisite qualifications. Of the 143 Candidates admitted during the first Session of the year, 76 had been Teachers—53 males and 23 females. Of the 148 admitted during the second Session, 71 had been Teachers—58 males and 13 females. The whole number of applications for admission to the Normal School from the beginning, in 1847, was 4,482, of whom 3,981 had been admitted. Of these 3,981, 2,086 had been Teachers before attending the Normal School.

XII. Table M.—Other Educational Institutions in Upper Canada.

The Common and Grammar Schools constitute only a part of the educational agencies of the Country. The Private Schools, Academies and Colleges must be considered, as well as the Common and Grammar Schools, in order to form a correct idea of the state of Education in the Country. The Table is omitted, containing the names of the Cities, Towns and Villages, and the number of these Institutions in each. I here give the abstract of it. In Table M the number of Colleges reported in Upper Canada is 16—increase, 3; attended by 1,820 Students—increase, 447; reported income from Legislative aid, $150,000—increase, $55,200, (previous report imperfect); increase from fees, $44,000—increase, $1,025. The Number of Academies and Private Schools reported is 340—decrease, 2; number of Pupils reported as attending them, 6,653—decrease, 131; number of Teachers employed in them, 497—increase, 16; amount received from fees, $58,218—increase, $1,985. Total number of Colleges, Academies and Private Schools, 356—increase, 1; total number of Students and Pupils attending them, 8,473—increase, 316; total Income from public sources and Fees $252,218—increase, $67,435. The large increase in some items may be attributed partly to the fact that more complete information has been obtained by the Department this year, (1863), than in any previous year.

XIII. Table N.—Free Public Libraries Supplied by the Education Department—Sunday School and other Public Libraries.

1. It may be proper to repeat that the system of Free Public Libraries is as follows: A carefully classified Catalogue of about four thousand works, (which, after examination, have been approved by the Council of Public Instruction), is sent to the Trustees of each School Section, and the Council of each Municipality. From this Catalogue the Municipal, or School, Authorities desirous of establishing, or improving, a Library, select such Books as they think proper, and receive from the Department the Books desired, (as far as they are in stock or in print), at cost prices, with an apportionment of one hundred per cent. upon whatever sum, or sums, they provide for the purchase of such Books. The Libraries are managed by the local Councils and Trustees, according to General Regulations established according to law, by the Council of Public Instruction.

2. Since the severe commercial depression through which the Country has passed, the annual demand for Library Books has been less during previous years, while the demand for Prize Books in the Schools, (supplied upon the same terms as the Library Books), has been largely increased. However, the demand for Library Books the last year has been in advance of that of the preceding year. The amount provided for Libraries during the year, (the one-half of the cost from local sources, the other by Department), was $3,777—increase, $504; and the number of Volumes sent out, 6,274. The whole number of Libraries established is 551—increase, 33. The total value of Library Books sent out is $110,942—increase during the year, $6,274. They are on the following subjects: History, 35,764; Zoology and Physiology, 13,981; Botany, 2,586; Phenomena, 5,546; Physical Science, 4,329; Geology, 1,839; Natural Philosophy and Manufactures, 11,867; Chemistry, 1,439; Agricultural Chemistry, 756; Practical Agriculture, 8,533; Literature, 20,027; Travels and Voyages, 16,116; Biography, 23,311; Tales and Sketches of Practical Life, 56,569; Teachers' Library, 2,459. To these may be added the Prize Books, 132,466 Volumes,—making a total of 337,588 Volumes sent out. The Volumes sent to Mechanics' Institutes, and not included in the above, 8,293,—making a grand total of Books sent out from the Department to December the 31st, 1863, of 345,265 Volumes.

3. The number of Sunday School Libraries reported is 2,020,—increase, 51; the number of Volumes in these Libraries reported is 314,184—increase, 12,465; the number of other Public Libraries reported is 377—increase, 8; containing 172,497 Volumes,—

increase, 5,613. The total number of Free School and other Public Libraries in Upper Canada is 2,948—increase, 92; containing 691,803 Volumes,—increase, 24,352.

XIV. Table O.—Maps, Apparatus and Prize Books Supplied by the Department to Grammar and Common Schools.

1. There is a slight decrease under each head of this brief but important Table, except in the sets of Apparatus and Volumes of Prize-Books furnished to the Schools,—there being in the former an increase of 36, and in the latter an increase of 3,310. The amount expended in the purchase of Maps, Apparatus and Prize-Books for the Schools, the one-half of the cost being provided from local sources, was $15,890. The number of Maps of the World supplied was 109; of Europe, 172; of Asia, 124; of Africa, 117; of America, 140; of British North America and Canada, 177; of Great Britain and Ireland, 138; of single Hemispheres, 109; Classical and Scriptural Maps, 133; other Maps and Charts, 206; Globes, 106; sets of Apparatus, 36; other School Apparatus, 166; Historical and other Lessons, (in sheets), 4,974; Prize-Books, 32,890 Volumes.

2. Since the establishment of this important branch of the Department, in 1855, there has been expended in connection with it the sum of $120,976,—all of this sum being expended on application from Municipal and School Authorities, and the one-half provided from local sources. By means thus provided, and on applications from the local authorities concerned, there have been sent out by the Department, 1,488 Maps of the World; 2,327 of Europe; 1,896 of Asia; 1,725 of Africa; 2,011 of America; 2,129 of British North America; 2,470 of Great Britain and Ireland; 1,588 of single Hemispheres; 1,420 Classical and Scriptural Maps; 3,506 other Maps and Charts; 1,284 Globes; 36 sets of Apparatus; 11,864 other School Apparatus (pieces); 104,132 historical and other Lessons, (in sheets); 132,466 Volumes of Prize-Books.

3. I think it proper, at the same time, to repeat the following explanatory observations:

"The Maps, Globes and various articles of School Apparatus are sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, and nearly all manufactured in Canada, and are better executed and at lower prices than the imported articles of the same kind. The Globes and Maps manufactured, (even to the material), in Canada, contain the latest discoveries of Voyagers and Travellers, and are executed in the best possible manner, as are Tellurians, Mechanical Powers, Numeral Frames, Geometrical Forms, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way, new domestic manufactures are introduced, and mechanical and artistic skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School Authorities all over the Country.

"It is also worthy of remark that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the Articles and Books procured; so that it does not cost either the public Revenue, or School Fund, a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes and various articles of School Apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a public Department of this kind conferring so great a benefit upon the Public, and without adding further expense."

XV. Table P.—The Superannuated, or Worn-out, Teachers.

1. Table P gives the age and services of each Pensioner, and the amount of the pittance which he receives. 217 Teachers have been admitted to receive aid from this Fund. Of these 39 have died before, or during, 1863; 4 were not heard from, 3 resumed teaching, and 1 withdrew from the Fund.

2. The system according to which aid is given to worn-out Common School Teachers is as follows: The Legislature has appropriated $4,000 per annum in aid of Superannuated, or Worn-out, Common School Teachers. The allowance cannot exceed $6 for each year that the recipient has taught a Common School in Upper Canada. Each recipient must pay a subscription to the Fund of $4 for the current year, and $5 for each year since 1854, if he has not paid his $4 from year to year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing from the time of his beginning to teach. If a Teacher has not paid his subscription annually, he must pay at the rate of $5 per annum for past time, in order to be entitled to share in the Fund when worn out.

3. The average age of each pensioner in 1863 was 66½ years; the length of service was 21 years. No time is allowed to any applicant except that which has been employed in teaching a Common School in Upper Canada; although his having taught School many years in England, Ireland, Scotland, or other British Provinces has induced the Council to admit him to the list of worn-out Common School Teachers after teaching only a few years in Upper Canada,—which would not be done had the candidate taught School altogether for only a short period of his life. Previous reports contain the names of the parties on whose testimony the application has, in each instance, been granted, together with the County of his residence. That part of this Table is omitted.

XVI. Table Q.—Distribution of the Legislative Grant, together with the Sums raised as an equivalent, and other Moneys provided by Municipalities and Trustees.

This Table presents a complete view of all the moneys which have been received and expended, (and from what source derived,) in connection with the Normal, Model, Grammar and Common Schools of Upper Canada. It may be here seen at a glance that this money has not been expended in any favoured localities, but has been expended in Counties, Cities, Towns and Villages according to population, and upon the principles of co-operation, in all cases, and according to the extent of it in providing Libraries and all School requisites. The people of Upper Canada provided and expended for Grammar and Common School purposes in 1863, $1,551,275,—increase $32,842.

XVII. Table R.—Educational Summary for 1863.

This Table exhibits in a single page the number of Educational Institutions of every kind, (as far as we have been able to obtain returns), the number of Students and Pupils attending them, and the amount expended in their support. The whole number of Educational Institutions of every kind was 4,588,—increase, 34. The whole number of Students and Pupils attending them was 375,333,—increase, 17,761. The total amount expended in their support was $1,621,805,—increase, $86,566. Balances, but not expended, at the end of the year, $181,667,—increase, $13,711. Total amount available for educational purposes in 1863, was $1,803,493,—increase, $100,277.

XVIII. Table S.—General Statistical Abstract of the Progress of Education in Upper Canada from 1842 to 1863 inclusive.

By reference to this brief but important Table, the progress of Education in Upper Canada can be ascertained, in any year, or series of years, since 1841, as far as I have been able to obtain Returns.

Take the last ten years as an illustration, and a few items out of the twenty-eight contained in the Table. In 1853, the population of Upper Canada between the ages of 5 and 16 years was 268,957; in 1863, it was 412,367. In 1853, the number of Grammar Schools was 64; in 1863, it was 95. In 1853, the number of Pupils attending the Grammar Schools was 3,221; in 1863, it was 5,352. In 1853, the number of Common Schools was 3,093; in 1863, it was 4,013. In 1853, the number of Free Schools reported was 1,053; in 1863, it was 3,228. In 1853, the number of Pupils attending the Common Schools, was 194,736; in 1863, it was 344,949. In 1853, the amount provided and expended for Common School purposes was $617,836; in 1863, it was $1,254,447.

XIX. The Educational Museum.

Nothing is more important than that an establishment designed especially to be the Institution of the People at large,—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government, as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the People. It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of Specimens of the Natural History of the Country, Casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums of Europe, including Busts of some of the most celebrated characters in English and French history; also, typical copies of some of the works of the Great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These Objects of Art are labelled for the information of those who are not familiar with the originals. In the evidence given before the Select Committee of the British House of Commons, it is justly stated "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desired, even in England, that those who have not the opportunity, or means, of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaelle and other Great Masters; an object no less desirable in Canada than in England. What has been thus far done, in this branch of Public Instruction, is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the School grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature, by means of Models, Objects and Publications, collected in a Museum in connection with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in Drawing, Painting, Modelling, etcetera.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has

greatly increased during the year, although considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.*

XX. Reports of Local Superintendents of Common Schools.

1. I refer to the Appendix for extracts from Reports of Local Superintendents of Townships, Cities, Towns, and incorporated Villages,—a most important and essential part of my Report,—as containing a practical exposition of the actual working of the School System in nearly five hundred Municipalities of Upper Canada. The Local Superintendents in many Townships, and in several Villages, Towns, Cities, and even Counties, have made no remarks in transmitting their statistical Reports. It may, however, be fairly assumed that what is stated in the extracts given is applicable to all the Municipalities. The value attached to the Local Reports in the oldest and most advanced of the neighbouring States, may be inferred from the fact that more than one-half of the Annual School Reports of the States of Massachusetts and New York consist of extracts from local School Reports.

2. These extracts from local Reports, which I have given impartially, as is clear from their diversity of sentiment, contain the language and sentiments of persons appointed and paid by the local elected Municipal Corporations, and state, from personal observation and experience, the working of the School System, its obstacles and defects, and the views and feelings which, more or less, prevail among the people in the various sections of the Province. These extracts exhibit the inner and practical life of the people in several respects, especially in new settlements, as well as that of the School System; the various hindrances to its operations, from newness of settlements and the poverty, in some instances, from ignorance and indifference in others; the noble way in which the people exert themselves generally to educate their Children. The different working and results of the same system, and of the same measures in the different Townships, Cities, Towns, and Villages, show how far the obstacles to its progress arise from any defects in the system itself, or from the disposition, intelligence, or circumstances of the people and of their elected Trustees. These extracts also illustrate the local voluntary character of the School System, which, like the Municipal System, is a power and agency given to the people to manage their own affairs in their own way, doing or spending, much, or little, for the education of their Children as they please, while the Education Department is an aid to prompt and facilitate their exertions, and a special help to those who endeavour to help themselves in the great work which lies at the foundation of the Country's freedom and progress.

3. In addition to the foregoing considerations, these extracts from local Reports present several other important facts connected with the operation of the School System.

First. They exhibit a very gratifying improvement in the mode in which County Boards of Public Instruction conduct the examination of Teachers and give them Certificates of Qualification. It is essential to the elevation of both Teachers and the Schools, that there should be the highest possible standard of the qualification of Teachers, and that depends on the County and Circuit Boards of Public Instruction. If they are lax in their examinations of Teachers in the subjects of the Official Programme, and then give Certificates of Qualification to Teachers who pass any sort of examination, they send forth into their respective Counties, with their endorsement, Teachers unfit to take charge of their Schools, unable to teach many of the more advanced Pupils in the recognized subjects of a Common School Education; they thus wrong individuals who are taxed for the support of the Schools, degrade the office of the Teacher, and bring a really unqualified Teacher into competition with one well qualified, to his injury and to the great injury of the Schools themselves. If, on the

*In 1881, a large number of interesting articles and Objects of Art in our Museum were, by direction of the Honourable Adam Crooks, Minister of Education, distributed among various Public Institutions in the Province. See page 139 of the Twelfth Volume of the Documentary History.

contrary, the County, or Circuit, Board are thorough in their examinations, and will give a Certificate of Qualification to no Teacher who does not come up fully to the prescribed standard, and will not give a Third Class Certificate to any Teacher, except from one Board meeting to another, and only for one school, and that only on the application of the Trustees of such Section satisfying the Board of their inability to employ a Teacher of higher qualifications,—if County and Circuit Boards will thus act intelligently and patriotically for their respective sections of Country, the office of Teacher will become more and more elevated, its ranks will be pruned of incompetent and unworthy Members, and the efficiency of the Schools will be proportionately promoted. No Programme of Examination, however high, can elevate the character and qualifications of Teachers without the intelligent and cordial agency of the County and Circuit Boards of Public Instruction. They are the practical Guardians of the Schools, so far as the character and qualifications of Teachers are concerned. It is a maxim founded on experience that the Teacher makes the School, and it is the County and Circuit Board that, (legally,) make the Teacher. I earnestly hope the County Boards will advance in the noble course which so many of them seem to have pursued during the last year, and the schools will soon be freed from the nuisance of an incompetent Teacher, who often obtains a Second, or Third, Class Certificate through the laxity of some County, or Circuit, Board, and then from one School Section to another, endeavouring to supplant some really competent and efficient Teacher, by offering to teach at a lower salary; and when such supplanter meets with Trustees as mean as himself, a really worthy Teacher is removed to make way for an unworthy one, to the great wrong of the more advanced Pupils and their Parents, and to the great injury of the School. Such a Teacher is unreasonably dear at the lowest price; and if any Corporation of Trustees can yet be found to sacrifice the interests of the Children committed to their trusteeship, by employing such a Teacher, it is to be hoped that no County, or Circuit, Board of Public Instruction will put it in their power to do so by again licensing such a person at all as a Teacher.

Second. It is not possible for any person to read these extracts from the local Reports, without being impressed with the serious loss to the School and many Children of any Section by the continuance or re-establishment of a Rate-bill. Whatever may be the Reader's views on the abstract question of Free and Rate-bill Schools, the perusal of these extracts from local Reports must convince him that the Free School has immensely the advantage of the Rate-bill School; that whatever other means must be employed to secure the education of all the youth of the land, the Free School is one absolutely essential means to accomplish that all-important end.

Third. These extracts illustrate the evil of employing what are miscalled cheap Teachers. It is well known that one horse at the cost of one hundred dollars is cheaper than one at fifty dollars,—that one Clerk at a salary of five hundred dollars is cheaper than another at a salary of two hundred and fifty dollars,—that one Coat at ten dollars is cheaper than another at five; so it is with Teachers. One Teacher at a salary of from five, to eight, hundred dollars is often cheaper than another Teacher at half that salary, by teaching Children how to learn, as well as what to learn, by aiding them to form proper habits, as well as to make rapid progress. Yet many Trustees are so deluded by a narrow-minded selfishness, that they act differently in the employment of Teachers from what they do in the employment of Clerks, or even Labourers, or in purchase of the common articles of use—they sell the priceless time and habits of Children, not to say their principles and the social interest of their neighborhood, Children, not to say their principles and the social interest of their neighbourhood, for the sake of a few dollars in the salary of the Teacher. In an American School Report it is justly observed:

"We have learned to distrust cheap things, as likely to prove more costly in the end. Contractors for cheap clothing have earned and received the just maledictions of the Government, while no man probably feels himself richer for the services of this class of operators in the market. Cheap literature and cheap ornaments are enormously

expensive at any price; but of all things, we believe cheap Teachers,—cheap as to their attainments and qualifications for the duties of the School-room,—are the most expensive luxury with which Parents ever indulged their Children. We would not deny that the merits of a Teacher are not to be measured by his Salary. Moreover we do not forget that the most accomplished and successful Teacher was once a beginner, labouring as faithfully for the improvement of his Pupils as he now does with five, or ten times the amount of his former Salary. But this is no reason why we shall adopt a system that makes the small sum at which a Teacher can be had, his chief recommendation. This is trifling with a trust that is second to none in importance. If we are sick, let us invite the novice to experiment upon our case at the cost of health and its blessings. If we have a fractured bone, let us commit it to the hands of one unskilled in surgery, at the expense of a life-long deformity. But let us not commit the welfare of the rising generation to a mere adventurer in the art of teaching, even though he may be secured at moderate wages."

Fourth. These extracts from local Reports illustrate also the evils of frequently changing Teachers. It is true an incompetent Teacher, or a Teacher of bad manners, or bad morale, (if there be any such,) should be changed as soon as possible, and as soon as possible be removed from the ranks of Teachers; but a faithful and efficient Teacher should be retained as a rare and valuable treasure. No College, or Private School, would be considered worthy of confidence that changed its instructions once, or twice, a year; nor can any Common School prosper, or be efficient, under such a system. In a Massachusetts local School Report, the Committee, while urging the retaining of the same Teachers for a number of terms, remarks:

"The Schools of other Townships are reaping the benefit from this plan, and the course is an obvious one, for each Teacher has a way of his own, and must spend about half a term tearing away the superstructure of his predecessor and rearing another, which, perhaps, is not superior to the one superseded, and a great loss of time to the School is the only result."

Fifth. I refer likewise to these extracts from local Superintendents for illustrations of the system of Libraries and Prizes. In some instances but little benefit appears to be derived from the Libraries, while in the great majority of cases the most salutary influence is exerted by them. In but one, or two, instances is objection expressed to the distribution of Prize Books as a reward of merit to Pupils of the Schools, and in but four instances is doubt expressed as to the beneficial influence of it. In these exceptional cases the evil, if any, has doubtless arisen from an exceptional mode of distributing the Prizes,—being the act of the Teacher, or of persons equally liable to the suspicion of partiality. But where the examinations for the Prizes for proficiency are so conducted as to give no room for the suspicion of favouritism, and where the record is so kept, and so adjudged in regard to Prizes for punctuality and good conduct, as to be equally above any reasonable suspicion of unfairness, the distribution of Prizes as awards to Pupils for proficiency and good conduct must exert a most beneficial influence; and this, with the exceptions referred to, is the all but unanimous testimony of the local Reports, as it is the universal experience of the Colleges and best Schools in both Europe and America. It is the order of Providence in everyday life that, while the slothful hand hath nothing, the diligent hand maketh rich; and merit and attainments are the professed grounds of all the Prizes and rewards and distinctions which are bestowed in civil and political life. For any person, therefore, to object to encouraging diligence and good conduct in Schools by the bestowment of Prizes, (and these prizes consisting of good Books obtained at half-price), as the rewards of successful diligence and good conduct, is to object to the principles of Holy Scripture, and the rule of Providence, and the universal practice of civilized mankind in all other matters of common life. The distribution of Prize Books in the Schools is the means of diffusing a great deal of useful, entertaining knowledge among the young, while it exerts a powerful and widespread influence in favour of diligence and good conduct among the

Pupils of the Schools. In some Schools this influence may be more limited than in others; but it will alwaye be more, or less, felt for good where the system is properly administered. There are indeed many murmurers and envious persons against the wisdom and even the equity of the distribution of Divine Providence; and it would be surprising indeed if there were not some who would be dissatisfied and envious at the distribution of rewards and distinctions among the Pupils of the Schools; but this is no more an argument against the system of rewards and distinctions in the Schools, than in the Divine and human government of mankind.

Sixth. Furthermore, two of these local Reports may be referred to as illustrating the Religious aspect of the Common School system. By the extracts generally it will be seen that Religious exercises obtain in a majority of the Schools, and some Religious Instruction is given in many of them. But an extract from the very admirable Report of the local Superintendent of Schools for the City of Toronto, and an extract from the Report of the Principal of the Central School of Hamilton, show the facilities which the School System affords to the Clergy of the several Religious Persuasions to give Religious Instruction to the Pupils of their respective Persuasions, in connection with the Schools. In the City of Hamilton the Clergy of the different Religious Persuasions have, for several years, given Religious Instruction to the Pupils of their respective Congregations every Friday afternoon, from three to four o'clock, and with the most beneficial results. Last year one of the Clergy of the Church of England, in the City of Toronto, pursued the same course in connection with one of the City Schools. What is thus done by one of the Clergy in the City of Toronto, and by all the Clergy in the City of Hamilton, may be done by the Clergy of all Cities, Towns, Villages and, I may add, Townships of Upper Canada, and in connection with all the Schools,—thus illustrating the harmony of the School System with the Religious Denominations of the Country, and the Religious interests of the Pupils of the Schools, so far as their Parents and Pastors desire to promote those interests in connection with the Schools.

Seventh. I cannot close these references to extracts from local Common School Reports without inviting attention to the eloquent and touching remarks with which the Honourable Mr. Justice John Wilson closes his connection with the Schools of the City of London as their local Superintendent, and the dignified and excellent remarks with which the Episcopal Lord Bishop of Huron assumes the same office—the honoured Judge and the venerable Prelate both devoting the remuneration attached to the office, ($100 per annum), to the purchase of Prize Books for the Schools.*

Eighth. The Report of the Inspector of Grammar Schools will be found in the current Volume. Although I do not assume any responsibility as to the opinions expressed therein, any more than as to the opinions expressed in the local Reports of Common Schools, yet the statements and suggestions contained in the Report of the Inspector of Grammar Schools are an additional proof and illustration, (if any were necessary), of the need of important amendments in the Grammar School Law, without which the Grammar Schools will always be a feeble, defective branch of our System of Public Instruction, although they have considerably improved, notwithstanding the essential defects of the present law.

XXI. Military Drill in the Schools.

It is a well-known maxim that "To be prepared for war is one of the most effectual means of preserving peace." The events of the last three years have drawn the attention of the Legislature and of the whole Country to this important subject. Military exercises to some extent have formed a part of the gymnastic instruction in the Normal and Model Schools; but, during the last year, a Military Association has been formed among Teachers in training in the Normal School, and the Government has furnished them with the requisite arms, on application, through Major Denison, who has visited, inspected and encouraged them with his usual skill and energy. The Board

* The admirable remarks of these two distinguished men are printed in Chapter XII. of Documentary History.

of Common School Trustees in the City of Toronto, (as may be seen by referring to the Report of their Local Superintendent), have, with praiseworthy intelligence and public spirit, introduced a regular system of military drill among the senior male Pupils of their Schools; the Board of Trustees in Port Hope have done the same. The System of Military Drill can be easily introduced into the Schools of all the Cities, Towns and Villages in Upper Canada, and perhaps in some of the larger rural Schools; and the military training of Teachers in the Normal School, together with the large number of persons who are being taught and certificated in the Government military School, afford great facilities for making Military Drill a part of the instruction given in the Grammar and Common Schools referred to.

In the neighbouring States this subject is engaging the anxious attention of the Governments and Legislatures, and military drill is likely to become a part of the System of Education in all the Public Schools of their Cities and Towns. The Legislature of Massachusetts, at its last session, passed a Resolution directing the State Board of Education "to take into consideration the subject of introducing an organization of Scholars above the age of twelve years, for the purpose of Military Drill and discipline." The Board appointed a Committee, (of which the Governor of the State was Chairman), to investigate the subject, and to enquire into the result of an experiment which has been tried for two or three years in one of the Towns of the State,—the Town of Brooklyn. The result of the enquiry is thus stated:

"The Boys in the older class can already be selected from their Playmates by the improvement of their forms. Habits of prompt, instant and unconditional obedience are also more successfully inculcated by this system of instruction than by any other with which we are acquainted. A perfect knowledge of the duties of the Soldier can be taught to the Boys during the time of their attendance at the Public Schools, thus obviating the necessity of this acquisition after the time of the Pupil has become more valuable. A proper system of Military Instruction in the Schools of our Commonwealth would furnish us with the most perfect Militia in the World; and we have little doubt that the good sense of the people will soon arrange such a system in all the Schools of the State."

The Committee adds the following remarks, which are as applicable to Upper Canada as they are to Massachusetts:

"The Public Schools are maintained at the public expense, in order to prepare youth for the duties of Citizenship. One of these duties is to aid in the defence of the Government, whenever and however assailed. Surely, then, there is no incongruity, no want of reason, in introducing into the Schools such studies and modes of discipline as shall prepare for the discharge of this, equally with the other duties which the Citizen owes to the State.

"But can this be done without detriment to progress in other branches? Can it be done without loss of time? The Committee is satisfied that it can, and that thereby a large amount of practical knowledge and discipline in Military affairs may be attained; and at the same time a very great saving of time and labour be effected, which, under a system of adult training, would be withdrawn from the productive industry of the Country."

Conclusion of my Twenty Years' Labours in the Education Department, and also those of Mr. Hodgins.

With this Report will close twenty years of my labours, and those of Mr. Hodgins, the Deputy Superintendent, in the Department of Public Elementary Instruction in Upper Canada. During that time the foundation of a System of Public Instruction has been broadly and gradually laid, on which a superstructure has begun to be raised, which I trust will, under the Divine blessing, place Upper Canada in no secondary place among the future civilized and progressive Countries of North America.

Toronto, July, 1864. Egerton Ryerson.

BALANCE SHEET OF THE EDUCATION DEPARTMENT FOR THE YEAR ENDING 31ST DECEMBEB, 1863.

Names of the different Accounts.	Receipts.			Expenditure.		
	Balance 1st January, 1863.	Receipts during the year.	Total Receipts.	Balance 1st January, 1863.	Expenditure during the year.	Total Expenditure
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1. Common School Grant	3,403 09	151,028 73	154,431 82	.....	149,546 00	149,546 00
2. Poor School Fund	1,869 93	.....	1,869 93	.....	452 00	452 00
3. Roman Catholic Separate Schools	878 25	11,472 00	12,350 25	.....	8,075 54	8,075 54
4. Grammar School Fund	1,915 34	44,865 00	46,780 34	.....	43,523 00	43,523 00
5. Model Grammar School and Grammar School Inspectors	1,574 83	7,111 01	8,685 84	.....	8,282 30	8,282 30
6. Normal and Model Schools	79 19	17,629 06	17,708 25	.....	17,234 77	17,234 77
7. Libraries, Maps and Apparatus	1,353 25	22,416 15	23,769 40	.....	17,225 83	17,225 83
8. Superannuated Teachers	.....	4,175 00	4,175 00	1,123 02	3,271 43	4,394 45
9. Journal of Education	106 54	4,045 80	4,152 34	.....	1,593 53	1,593 53
10. Educational Museum and Library	2,018 95	2,804 27	4,823 22	.....	3,586 73	3,586 73
11. Trust Funds	87 99	77 22	165 21	.....	165 21	165 21
				1,123 02	252,956 34	254,079 36
Balance on the 31st of December, 1863	.....	.....	.....	.....	.....	22,832 24
Totals	13,287 36	263,324 24	276,911 60	.....	.....	276,911 60

ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR THE YEAR 1864.

To His Excellency the Right Honourable Viscount Monck, Governor General.

MAY IT PLEASE YOUR EXCELLENCY:

During the twenty years I have discharged the duties of my present office, I have never had more satisfaction than now, in presenting my Annual Report of the Normal, Model, Grammar and Common Schools in Upper Canada; for, although the last year has been one of a series of years of depression from the failure of crops, and the derangement of Trade and Finance, on account of the Civil War in the United States, now happily terminated, there has been a larger increase in the Receipts and Expenditures for the support of Schools than during any one of the preceding four years, and a corresponding progress in other respects.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS IN UPPER CANADA IN 1864.

Receipts.

1. The amount apportioned from the Legislative School Grant for Salaries of Teachers in 1864, was $168,225,—increase, $10,152.

2. The amount apportioned and paid from the Legislative School Grant for the purchase of Maps, Apparatus, Prize Books and Libraries, was $8,827,—decrease, $27,—the conditions always being that an equal sum be provided from local sources, so that the whole sum provided and expended under this head was $17,654.

3. The Legislative School Grant is apportioned and paid to each County, City, Town, and Village Municipality upon the condition that such Municipality provide, at least, an equal sum by local Assessment; but such Municipality can provide as large an additional sum as it may think proper for the education of the youth within its jurisdiction. The amount provided by Municipal Assessment in 1864 was $304,382,—increase, $16,613, and $136,157 in excess of the Legislative School Grant.

4. The elected Trustees of each School Section have the same discretionary power as the elected Council of each Municipality, to provide, by Rate on property, means for the support of their Schools. The amount thus provided by the School Trustees was $659,380,—increase, $27,625.

5. The presence or absence of Rate Bills, or monthly or quarterly, Fees imposed on Pupils, in a School, makes the difference between a Rate-Bill and a Free School. In School Sections, the Rate Payers, at their annual, or at a special, Meeting, determine whether their School shall be free, or not, and, if not free, what shall be the amount of the Rate-Bill, or Fee, not to exceed twenty-five cents per month for each Pupil. In Cities, Towns, and incorporated Villages, the elected Board of Trustees decide whether their School shall be free, or not. Thus Rate-Bills decrease as Free Schools increase. The amount of Rate-Bills imposed upon and collected from Pupils during the year 1864, was $59,636,—decrease, $13,043.

6. The amount received from other sources, especially from the Clergy Reserve, or Municipality, Fund, which many Municipalities have appropriated to School purposes, was $105,296,—decrease, $1,171.

7. The amount available from balances of 1863, (not paid out at the end of the year,) $178,438,—increase, $11,152.

8. The total Receipts for Common School purposes in Upper Canada, in 1864, were $1,484,187,—increase, $51,301.

Expenditure.

1. For Salaries of Teachers, $996,956,—increase, $9,401.

2. For Maps, Apparatus, Prizes and Libraries, $23,149,—increase, $2,374.

3. For School Sites and Building School Houses, $116,056,—increase, $9,418.

4. For Rents and Repairs of School Houses, $37,003,—increase, $2,135.

5. The Total Expenditure for all Common School purposes for 1864, was $1,285,318,—increase, $20,430.

6. The balance of School moneys, not paid at the end of the year 1864, was $198,869,—increase, $20,430.

II. Table B.—School Population, Pupils attending Common Schools, and in different Branches of Instruction.

The School Law confers the equal right of attending the School upon all persons between the ages of 5 and 21 years, although an old Statute requires the legal returns of School population to include only Children between the ages of 5 and 16 years.

1. The School population, (including only children between 5 and 16 years of age,) was 424,565,—increase, 12,198.

2. The number of Pupils in the Schools, between the ages of 5 and 16 years, was 350,925,—increase, 11,108. The number of Pupils of other ages, was 20,770,—decrease, 221. The whole number of Pupils attending the Schools, was 371,695,—increase, 10,887.

3. The number of Boys attending the Schools, was 198,024,—increase, 5,034. The number of Girls was 173,671,—increase, 5,853. A larger number of Girls than Boys attend private Schools. The number returned as indigent Pupils, was 4,765,—decrease, 158.

4. I refer to the Table itself for the reported periods of the attendance of Pupils at School, and the number in each of the several branches taught in the Common Schools. With the single exception of Geometry, the Table, as that of last year, shows a gratifying increase of Pupils in all of the higher branches.

5. The number of Children reported as not attending any School was 40,483,—decrease, 4,492. The Local Superintendents state that this return is the estimate, in the mere opinion of Trustees in the several School Sections, and not the result of careful inquiry; and that it rather indicates the number not attending the Common Schools. Making all reasonable allowance on this ground, yet judging from the reports of the Local Superintendents themselves, the number of children not attending any School must be considerable, such as to constitute a public blot, disgrace and danger, which every friend of the Country, and of humanity, should endeavour, by all possible means, to remove. The number returned under the same head, of persons between the ages of 4 and 21 years in the State of New York, is stated by the General Superintendent in his last report to be 333,273.

III. Table C.—Religious Denominations, Certificates, Annual Salaries of Teachers.

1. According to this Table, there were 4,625 Teachers employed in the Common Schools, increase, 121. Of these Teachers, 3,011 are males,—decrease, 83; and 1,614 are females,—increase, 204. They are reported to be of the following Religious Persuasions:—Church of England 854,—increase, 107; Church of Rome, 544,—increase, 40; Presbyterians, 1,397,—increase, 81; Methodists, 1,286,—decrease, 27; Baptists, 227—decrease, 19; Congregationalists, 80,—increase, 5; Lutherans, 17,—decrease, 9; Quakers, 16,—decrease 4; Christians and Disciples, 32,—decrease, 2; reported as Protestants, 76,—decrease, 5; Unitarians 2,—increase, 1; other Persuasions, 17,—decrease, 23; not reported, 77,—decrease, 24.

2. *Certificates.*—The number of Teachers reported as employed in the Schools holding First Class Provincial, or Normal School, Certificates, was 216,—decrease, 6; holding

Second Class Normal School Certificates, 358,—increase, 83; holding First Class County Board Certificates, 1,396,—increase, 133; holding Second Class County Board Certificates, 2,054,—decrease, 58; holding Third Class County Board Certificates, 475,—decrease, 18; unclassified, 124. The whole number of Teachers holding Certificates of Qualification, was 4,499,—increase, 134. The number of Teachers who attended the Normal School, without obtaining Certificates, 64,—decrease, 17.

3. The number of Schools in which the Teachers were changed during the year, 689,—decrease, 98. Number of Schools in which more than one Teacher was employed, 187.

4. *Annual Salaries of Teachers.*—The highest salary paid to a Teacher in a City was $1,300; the highest salary paid to a Teacher in a County, $500; lowest salary paid, $84; average salary of male Teachers, without board, $436; average salary of female Teachers, without board, $224. In Cities, the highest salary paid to male Teachers was $1,300; the lowest, $275. The average salary of male Teachers was $542,—of female Teachers, $280. In Towns the highest salary of a male Teacher was $800,—the lowest, $200. The average salary of male Teachers was $470,—of female Teachers, $236. In Villages the highest salary of a male Teacher was $534,—the lowest $180. The average salary of Male Teachers was $465,—of female Teachers, $206,—a small increase.

IV. TABLE D.—SCHOOLS, SCHOOL HOUSES, SCHOOL VISITS, SCHOOL LECTURES, TIME OF KEEPING OPEN THE SCHOOLS.

Explanatory Remarks.—Each Township, by the acts of its Municipal Council, is divided into School Sections of from two to four miles square. Each of these Sections is intended for one School,—at most for two Schools, one for Boys and the other for Girls, at the discretion of the Trustees and Local Superintendent,—managed by a Corporation of three Trustees, each of whom is elected once in three years, who have discretionary power to purchase, build and furnish School Houses, purchase Text Books and Apparatus, and to levy and collect Rates and Rate-bills, employ Teachers, etcetera. Each City, Town, and incorporated Village, is one School Municipality, and although containing several Schools, is under the direction of one Board of Trustees,—two elected in each Ward, each holding office two years. This Board is invested with large discretionary powers, to provide all needful means for the support of Schools, to determine the number and kind of Schools, and the manner of supporting them.

1. The whole number of School Sections reported for 1864, was 4,307,—increase, 34. The number of Schools reported as open during the year, was 4,225,—increase, 92. The number of Schools closed, or not reported, was 82,—decrease, 58.

2. *Free Schools.*—The number of Free Schools, (as determined by the Rate-payers in School Sections, at their Annual School Meetings,) was 3,459,—increase, 231. Thus, out of 4,225 Schools reported as open, 3,459, or more than four-fifths of them, have been made free by the Rate-payers themselves, as the result of their own discussions, experience, observation and patriotism. The number of Schools reported as partly free was 711,—decrease, 123. The number of Schools in which monthly Rate-bills of twenty-five cents, or less, were imposed, was only 55,—decrease, 16. The Common Schools of Upper Canada may be regarded, with few exceptions, as free,—made so, not by Act of Parliament but by the annual vote of the Rate-payers themselves in their several School divisions.

3. *School Houses.*—The whole number of School Houses reported, was 4,246,—increase, 73. Of these 529 are Brick,—increase, 28; of Stone there are 366,—increase, 31; of Frame, 1,654,—increase, 21; of Log, 1,671,—decrease, 4; not reported, 26. The number of School Houses reported as built during the past year, is 126,—increase over the number built the preceding year, 22. Of these 47 were of Brick,—increase, 20; 13

were of Stone,—increase, 4; 55 were Frame,—increase, 12; 11 were Log,—decrease, 14. As to the Titles of School Premises, 3,677 are reported as freehold,—increase, 131; 386 as leased,—decrease, 50; 131 as rented,—increase, 20; not reported, 52,—decrease, 28.

4. *School Visits.*—By Local Superintendents, 9,992,—increase, 295; by Clergymen 7,077,—increase, 759; by Municipal Councillors, 1,840,—increase, 75; by Magistrates, 2,327,—increase, 77; by Judges and Members of Parliament, 1,011,—increase, 532; by School Trustees, 19,546,—decrease, 500; by other persons, 26,390,—decrease, 2,308. Total, 68,183,—decrease, 1,099. It is thus seen that there has been an increase of visits to the Schools by the Local Superintendents, by Clergymen, by Municipal Councillors, by Magistrates, by Judges and Members of Parliament; but a decrease of visits by "other Persons," and by Trustees,—the very parties whose visits to the Schools ought to be most increased.

5. *Public School Examinations.*—The number of Public School Examinations reported was 7,617,—increase, 47. This is less than an average of two for each School, while the law requires every Teacher to have, at the end of each Quarter, a Public Examination of his School, of which he shall give due notice to the Trustees of the School, and to any School Visitors who reside in, or adjacent to, such School Section, and through the Pupils to their Parents and Guardians.

6. *School Prizes.*—The number of Schools, in which Prizes of Books, etcetera, are reported as distributed for the reward and encouragement of meritorious Pupils, was 1,260,—increase, 47. A comprehensive Catalogue of carefully selected Prize Books has been prepared and is furnished by the Department to Trustees and Municipalities applying for them; and besides furnishing the Books at cost prices, the Department adds one hundred per cent. to whatever amount may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of Pupils in their Schools. The influence this Prize System has upon both Pupils and Teachers is most salutary, besides diffusing a large amount of entertaining and instructive reading.

7. *Recitations.*—The number of Schools in which Recitations of prose and poetry are practised, was 3,252,—increase, 117; a very useful exercise which ought to be practised monthly in every School.

8. *School Lectures.*—The number of Educational Lectures delivered by Local Superintendents during the year 1864, was 2,926,—increase 111; by other persons, 326,—increase, 6. Total number of Educational Lectures delivered, 3,252,—increase, 117.

9. *Time of keeping open the Schools.*—The whole number of Schools in which the time of keeping them open has been reported, is 4,102. The total number of months and days these Schools have been kept open during the year, is 45,522 months,—increase, 776 months and 26 days. The average time of keeping open the Schools in Cities, is 12 months; in Towns 11 months, 29 days; in Villages, 11 months, 25 days; in Counties, or rural Sections, 11 months, less holidays. Total average time of keeping open the Schools, 11 months, 23 days,—increase, 4 days.

The average time of keeping open the Schools during the year in the State of Massachusetts, according to the last Report, was 8 months, in the State of Main, 4 months and 20 days; in the State of New York,—in Cities, 10 months and 5 days, in rural Sections, 7 months and 9 days; in the State of Pennsylvania, 5 months and 17 days; in the State of Ohio, 25 weeks and 1 day; in the State of Michigan, 6 months and 2 days.

The average time of keeping open the Schools in Upper Canada was formerly about the same as that stated to be the time in the neighbouring States. Then, the annual Legislative Grant was distributed to each School Section on the basis of population, upon the sole condition that the School should be kept open for six months of the year; but, by the School Act of 1850, while the apportionment to each Municipality was to be made

as heretofore, (upon the basis of population,) the sum thus apportioned to each Municipality was to be distributed to each School Section in it, not according to population, but according to the average attendance of Pupils, and the length of time of keeping the School open, by a legally qualified Teacher. Thus, as the School Fund is designed to aid in educating youth, the distribution of it to each School Section is made, not according to population, but according to the educational work done in it. This provision of the Law, in connexion with other influences of our School System, has nearly doubled the work done in the Schools since 1850, in addition to their improved character and greater efficiency. The Superintendent of Public Instruction in the State of New York has shown, in his last Annual Report, that more than a million of dollars was virtually lost to the cause of education under the old system of distributing the School Fund to School districts, or Sections, according to the population, besides the loss arising from the irregular attendance of Pupils and the short time of keeping open the Schools; and the Superintendent adds,—

"This subject was more fully discussed in my Report to the Legislature of last year. That Legislature, in view of its importance, provided, by law, that, after the apportionment of the present School year, a part of the School money should be opportioned to the School Districts, (or Sections,) upon the basis of daily average attendance, thus making it the pecuniary interest of every Tax-payer to induce the regular attendance of his own and his neighbour's Children. I am gratified to be able to report that that simple provision of the Law, which went into practical operation in October last, has largely increased the number of Pupils, and the regularity of their attendance. It is believed that uniting with it in each district the attractive power of a thoroughly qualified Teacher, the number daily and cheerfully going to School would be still further increased; and in view of an object of so much importance, ought there not to be made a more liberal provision for a general supply of such Teachers?"

V. Table E.—Text Books, Maps, and Apparatus used in the Schools.

On no subject have Educationists, both in Europe and America, more perfectly agreed than on the importance of a uniform series of Text Books for the Public Schools, and the evils of a variety of Text Books,—the inconvenience to Teachers, the expense to Parents, the impossibility of classifying Pupils in a School, or of judging of the progress and efficiency of the Schools. These evils have, to a great extent, been remedied in the Cities and Towns of the neighbouring States by the Board of Trustees in each such City, or Town, adopting and providing, for a series of years, a uniform series of Text Books for the Schools under their management; throughout the rural portions of the States the various Publishers of School Books, and their Agents, have perpetuated the evil against the argumentations and efforts of successive Superintendents of Public Instruction, and the sentiments and remonstrances of enlightened Educationists and experienced Teachers. Interested Bookmakers and Book Publishers endeavoured to reverse the maxim that the Teacher makes the School, by variously urging the Text Books make the School,—overlooking and ignoring the fact that the Text Book is but a tool with which the Teacher works, or should work,—not to work without the Teacher, or to supersede his working; and that he needs not, and cannot, without loss of advantage, use a variety of tools to do one and the same work,—a variety of Hammers, for example, to drive the small nail, or a variety of saws to cut the same board.

The paramount object of using a uniform series of Text Books in the Schools has been nearly accomplished in Upper Canada, and that without coercion, by the recommendation of a superior class of Books, and providing facilities for procuring them. The series of Irish National Text Books, having been prepared by experienced Teachers, and revised by members, (Protestant and Roman Catholic,) of the Irish National Board of Education, and every sentence omitted to which any Member of the Board objected, was adopted by the Council of Public Instruction for Upper Canada.

Arrangements, (open to all Canadian Booksellers,) were made with the National Board for procuring them, and permission obtained to reprint them in Upper Canada. That permission was extended, by the Council of Public Instruction, to all Publishers and Printers in Canada who wished to avail themselves of it. In addition, therefore, to the original Dublin editions, successive rival editions of these works have been published in Canada; resulting in altogether superseding the imported Books, and in rendering a uniform series of excellent Text Books, accessible, at unprecedentedly low prices, to every part of the Country.

Readers.—According to the Table, the use of these Books is all but universal; the Readers are used in 4,102 Schools,—increase 51 Schools,—out of the 4,225 Schools reported. Yet more objections are made to the Readers, especially the Fourth and Fifth, (the Fifth particularly,) than to any other Books of the National series.

Much diligence and acumen have been employed to discover any error in Science, or History, and much zeal to magnify it, as also any typographical errors, or variations, in the different editions; and all this with a view to urge the introduction of some American Book, whose Publishers and Agents hold out strong inducements to Trustees and the Local Superintendents to purchase and recommend it. By some, the higher Readers are said to contain no matter adapted to teach the art of reading; nothing to interest the Pupil, too much Science to instruct them, which they have not time, or inclination, to study,—in fact to be quite too large, and a sort of encyclopedia of general knowledge, designed for a people who have no Newspapers, or other publications, for their instruction and entertainment, but not for a people like the Canadians, who have access to cheap Newspapers and various publications of popular and useful knowledge. I have inserted in the Appendix to this Report, under the head of Extracts from Local Reports, (of the County of Kent,) one of the ablest, best considered, and I believe disinterested arguments against these Readers. But to all this it may be briefly replied, that: 1. It is easy to take the negative side of any question, which can be done with little labour or research; it is always easy to make objections, but not so easy to prescribe a remedy, or provide a substitute free from objections, or less imperfect than that which is objected to. 2. No Teacher is required or expected to teach everything contained in a Reading Book; he will select portions and subjects in regard to both reading and exposition and study, such as he considers to be best adapted to the capacities and attainments of his Pupils, and the time which can be allowed them. To afford such option there must be some variety. 3. The defects which have been objected to in the Fifth Reader, in regard to History and Natural Philosophy, are remedied by other authorized Text Books on these subjects—Lovell's History of British North America, by Hodgins; and Lovell's Natural Philosophy, by Sangster. Certain defects of some parts of the Reader, in regard to Geography, are also remedied by Lovell's Hodgins' Geography. 4. The National Readers have lost nothing of their prestige, either in Ireland, England, or Scotland, in comparison with other series of Readers which have been published during the last ten years. 5. The Common Schools of Upper Canada, with the use of these Text Books, have confessedly made more progress during the last fifteen years, than the Common Schools of any State of the neighbouring Republic. 6. It would be lamentable to see introduced into this Country, what State Superintendents, or other educational Writers, have complained of as a nuisance and an evil in the States,—Agents of Booksellers inducing, (by presents of Books,) Trustees and Teachers to change the Text Books in their Schools, and introduce the Text Books of the Publishers from whom, or whose Agents, they had received the gratuity of a handsome present of some popular books. Attempts of the same kind have been made in Upper Canada, and, in one or two instances, with temporary success, but to the loss of Parents and Pupils, and the disadvantage of the Schools. The Public and the Schools should be protected, as our School System is intended to protect them, from such devices of individual speculation and avarice. 7. But while the National Text Books have conferred, and are conferring, immense benefits upon the Schools both in Canada and other British Pro-

vinces, as well as in Great Britain and Ireland, they can, no doubt, be improved, and especially in their adaptation to Canada. This, however, should not be done by the introduction of isolated American Books, all of which, (with scarcely an exception,) are conceived in a spirit of hostility to anything British,—so different from the School Text Books of any, and every, other Country of which I have any knowledge. The work of revising the National Text Books, and adapting them to Canadian Schools, has already been cautiously and successfully commenced, and accomplished in relation to Geography, History, Natural Philosophy, and Arithmetic. And these Canadian adaptations of the National Text Books are rapidly superseding, not only all others, but those for which they were intended as substitutes.

The Art of Reading.—It is also worthy to remark, that objections have been made to the National Readers, (especially the Fourth and Fifth Readers,) that they are not adapted to teach the "art of reading." The objectors have entirely overlooked the fact, that a small Book is porvided in the series of National Text Books for the very purpose of teaching the "Art of Reading,"—one of the most admirably adapted for the purpose that can be conceived, entitled, "An Introduction to the Art of Reading, with suitable Accentuation and Intonation," and sold for twenty-five cents. In the rules, selections, and typographical execution, this work leaves little to be desired on the subject.

Arithmetic.—On the adoption by our Legislature of the decimal currency in Canada, it was felt that the National Arithmetics should be adapted to it. Mr. Lovell undertook their publication, and engaged Mr. J. H. Sangster, M.A. and M.D., Mathematical Master in the Normal School for Upper Canada, to prepare them. Doctor Sangster has compiled both a small and large Arithmetic, on the plan of the original National Arithmetics, but greatly improved, in the estimation of the most competent Judges, and illustrated by examples taken from Canadian statistics. These Canadian National Arithmetics were, in 1864, used in 3,009 Schools,—increase, 448 Schools; while the original National Arithmetics were still used in 1,178 Schools,—decrease, 382 Schools. Schools using other Arithmetics, 44,—decrease, 27. Doctor Sangster has also compiled and Mr. Lovell has published, an excellent Elementary Algebra, thus supplying a desideratum in the Text Books authorized for the School.

Geographies.—The want of a good Canadian Geography has been felt from the beginning; but no Canadian Publisher would incur the expense and risk of publishing it, even if prepared.

The Geography of the National Series, (although authorized,) was confessedly defective in information in regard to the Colonies, and especially Canada; and the American Geographies were defective and objectionable in various respects.

But Morse's American Geography was considered the best arranged and the least objectionable, and, therefore, to meet the necessity of our schools, was permitted to be used in them, although it has been much, and, on some grounds, justly objected to. At length Mr. John Lovell of Montreal, with his usual enterprise, determined to undertake the expense and risk of publishing a Canadian Geography on the plan of Morse's, and J. G. Hodgins, M.A., LL.B., Deputy Superintendent of Education for Upper Canada, undertook its preparation. Mr. Hodgins spared no labour, or expense, in consulting experienced Teachers and availing himself of the best works and of rare private sources of information, and produced, "Easy Lessons in Geography," for young Pupils, and a General Geography, containing 51 Maps and many illustrations, and an immense deal of general information, admirably arranged both for Teacher and Pupils. Both of these Geographies are published in Canada, on paper of Canadian manufacture, and at an outlay of $10,000; yet the smaller Geography is sold at retail at the small price of forty-five cents per copy; and the large one is sold at retail at the extremely low price of seventy cents per copy. These are the only Geographies printed in Canada, and on paper of Canadian manufacture; and are the only Geographies, (except that of the National Series.)—which are sanctioned and recommended by the Council of Public

Instruction for the use of Schools in Upper Canada,—the Council having withdrawn the permission to use Morse's Geography in the Schools.

Mr. Lovell has also supplied another deeply felt want in our School Text Books, by publishing a School History of British North America, prepared by Mr. Hodgins with great judgment and labour, and which has also received the cordial recommendation of the Council of Public Instruction. I may add that the Writers of the Canadian Arithmetics, Geographies and Histories, have no personal interest in their sale—they having prepared them at the request of the Publisher, and at his risk, and on the recommendation of the Chief Superintendent, to meet the wants of our Schools.

Maps, Globes, Apparatus, Etcetera.—The number of Schools reported as using Maps is 3,187,—increase, 114. The whole number of Maps in the Schools is 23,959,—increase, 858; the number of Globes, 1,084,—increase, 20; Blackboards, 3,706,—decrease, 6; Sets of Apparatus, 287,—increase, 54; Tablet Lessons, 1,110,—increase, 22; Magic Lanterns, 54,—increase, 7; School Museums of Natural History, 43,—increase, 15.

VI. Table F.—Roman Catholic Separate Schools.

1. Number of Schools reported, 147,—increase, 27.

2. *Receipts.*—Amount of Legislative School Grant apportioned to the Separate Schools, according to average attendance, as compared with that of the Common Schools in the same Municipality, was $8,794,—increase, $718; amount apportioned for the purchase of Maps, Apparatus, Prizes and Libraries, $188,—increase, $84; amount received from local self-imposed Rates by Supporters of Separate Schools, was $20,501,—increase, $6,555; amount of Subscriptions by Supporters of Separate Schools, and moneys from other sources, $12,666,—increase, $982. Total amount received from all sources for the support of Separate Schools, $42,150,—increase, $8,341.

3. *Expenditures.*—1. For payment of Teachers, $30,979,—increase, $5,539. 2. For Maps, Apparatus, Prizes and Libraries, $673,—increase, $307. 3. For other purposes, $10,496,—increase, $2,494.

4. *Pupils.*—Number of Pupils reported in the Separate Schools, 17,365,—increase, 1,506.

5. Length of time the School is kept open, 11 months.

6. *Teachers.*—The whole number reported as employed in the Separate Schools was 190,—increase, 19; males, 83,—increase, 5; females, 107,—increase, 14; Religious Orders, male, 22,—increase, 8; female, 42,—increase, 4.

7. The same Table shows the subjects taught in the Schools and the number of Pupils taught in each subject. The number of Schools opened and closed with Prayers, 107—increase, 21; in which the Bible is read, 44—increase, 15. The number of Schools using Maps, 83—increase, 6; number of Maps used in the Schools, 496—increase, 54.

VII. Table G.—Number of Grammar Schools, Receipts, Expenditures, Pupils.

1. The whole number of Grammar Schools reported is 95. No increase in the number of Grammar Schools entitled to share in the Legislative Grant, although several new ones were established in the course of the year, as will appear in my next Report.

2. *Receipts.*—The amount of the Legislative Grant and Fund apportioned and paid for Salaries of Masters and Teachers was $44,945—increase, $1,422. (This increase is in addition to a sum of $2,806 paid to the Grammar Schools in December, 1863, and included in the Table for that year.) This increase of the Grant and Fund has only contributed to afford additional aid to existing Schools for one year, as the several County Councils have been induced by local influences to establish additional feeble,

and next to useless, Grammar Schools as soon as it was perceived that the increased Legislative Grant enabled them to do so. The result is that increased aid obtained for Grammar Schools will not advance, as was intended, the character and efficiency of the Grammar Schools; but will only multiply the number of feeble Schools,—Grammar Schools in name, but little more than Common Schools, (and some poor ones, too), in reality. It is to be hoped that the Grammar School Law will be soon so amended as to prevent the increase of this evil. The improved Regulations, confining Grammar Schools to their legitimate work, and preventing them from doing ordinary Common School work, to the injury of the Common Schools, will also do much towards preventing the mis-application of the Grammar School Fund, and elevating the character of the Grammar Schools.

3. The amount of Legislative Grant apportioned, (on condition of an equal sum being provided from local sources), for the purchase of Maps, Apparatus, Prizes and Libraries was $659—decrease, $92.

4. *The amount received from Local Sources.*—From Municipal Grants, $15,913—increase, $277. From Fees, $19,353—decrease, $1,109. From Balances of the previous year, and other sources, $9,974—increase, $1,188. Total receipts for Grammar School Purposes, $90,845—increase, $1,685; only $263 more than the increase of the Legislative Grant.

5. *Expenditures.*—For Masters' and Teachers' Salaries, $73,258—decrease, $2,863. The increase of the Legislative Grant has not, therefore, added to the Masters' and Teachers' Salaries. For Building, Rents and Repairs, $6,139—increase, $2,669, for Maps, Apparatus, Prizes and Libraries, $1,599—decrease, $226; fuel, Books and contingencies, $4,817—increase, $325. Total Expenditure for Grammar School purposes, $85,816—decrease, $94. Balance not collected and paid at the end of the year, $5,029—increase, $1,780.

6. *Pupils.*—The number of Pupils attending the Schools during the year 1864 was 5,589—increase, 237; the number of Pupils whose Parents reside in the City, Town or Village in which the Grammar School is situated, 4,190—increase, 177; the number of Pupils whose Parents reside in the County, but not in the City, Town or Village of the Grammar School, 1,083—increase, 37; number of Pupils whose Parents reside in other Counties than that of the Grammar School, 316—increase, 23. Number of Pupils reported in prescribed Grammar School subjects, 5,053—increase, 267; number of new Pupils admitted during the year, 2,484—increase, 502; number of these Pupils who had passed the Entrance Examination, 2,165; increase, 447. Number of Pupils admitted from the Common Schools freely by Scholarships, 344—increase, 129. The same Table shows by whom these Scholarships were established, and the Fees, per Term, in each Grammar School.

VIII. Table H.—Meteorological Observations at the Grammar School.

This Table relates to the Meteorological Observations required by law to be kept by the Master of each Senior County Grammar School, and requires no other remarks than those connected with the Table itself.

IX. Table I.—Number of Pupils in the Several Subjects Taught in the Grammar Schools.

This Table shows the number of Pupils in each of the several subjects taught in the Grammar Schools,—English, Latin, Greek, French, Mathematics, Geography, (several divisions), Writing, Book-keeping, Drawing and Vocal Music. For minute statistical details of the work done in these subjects the Table is referred to. In the different branches of English there were 5,425 Pupils—increase, 229; in Latin, 2,825—increase, 124; in Greek, only 726—increase, 15; in French, 1,729—increase, 119; in Arithmetic,

5,387—increase, 298; in Algebra, 2,503—increase 11; in Euclid, 1,765—increase, 1; in Geography, 4,963—increase, 225; in History, 4,649—increase, 453; in Physical Science, 2,911—increase, 247; in Writing, 4,786—increase, 191; in Book-keeping, 1,248—increase, 103; in Drawing, 675—increase, 201; in Vocal Music, 902—increase, 345; in Elements of Political Economy, 670—decrease, 278. Schools in which the Bible is read, 68—increase, 5.

X. Table K.—Masters of Grammar Schools—Miscellaneous Information.

This Table contains the return of the name, the College, Degree and Religious Persuasion of each Head Master of a Grammar School, the date of his appointment, the number of Pupils who have been matriculated in any University, or passed the Law Society, length of time each School is kept open, how furnished, number of Grammar Schools in which Prizes are given, in which Gymnastics are taught, and which are in union with Common Schools, etcetera.

XI. Table L.—The Provincial Normal and Model Schools.—Operations of the Schools during the Year 1864.

This Table presents a condensed statistical view of the operations, from the beginning of these important Institutions, designed to train Teachers, both theoretically and practically, for the great work of conducting the Schools of the Country. As, besides the preliminary education, persons are especially educated, or trained to a trade, or profession, and no one thinks of working as a Mechanic, or practising as a Physician, or Lawyer, without a professional training, as well as a previous preparatory education, so the training of Teachers for the profession of teaching, in addition to the previous preparatory education, is now considered a necessity in all civilized Countries, and as such is provided for. Most of the Normal Schools, both in Europe and America, provide for the greater part of the preliminary education, as well as the special professional training of Teachers. This is attended with great additional expense. But the Normal School of Upper Canada is not intended to do what can be done in other Schools throughout the Country, but confines itself, as exclusively as possible, to the special work of training Teachers to teach. No inducements are held out to anyone to apply for admission to it, except those who wish to qualify themselves for the profession of teaching. None are admitted without passing an entrance Examination, equal to what is required for an ordinary Second Class County Board Teacher's Certificate; nor is anyone admitted except upon the declaration, in writing, that he, (or she), intends to pursue the profession of a Teacher, and that his, (or her), object in coming to the Normal School is to qualify himself, (or herself), better for the profession,—the same declaration as is required of Candidates for admission to the Normal Schools of the neighbouring States. The Model Schools, (one for Boys, the other for Girls, each limited to 150 Pupils, paying 25 cents a week each, while the City Scholars are free), are appendages to the Normal School. The Teachers-in-training in the Normal School, divided into classes, spend some time each week in these Model Schools, where they not only observe how a School, (teaching Common School subjects), should be organized and managed, and how the several subjects are taught, but at length teach themselves, as Assistants, under the observation and instruction of the regularly trained Teachers of the Schools.

The year, in the Normal School, is divided into two Sessions of five months each,—the one beginning on the 8th of January, and ending on the 15th of June; the other beginning on the 8th of August, and ending on the 2nd of December. The number of applications for admission during the former Session of 1864 was 171—78 males, 93 females. The number admitted was 156—73 males, 83 females; the rest of the applicants not being found qualified to pass the entrance examination. The number of applications for admission at the latter Session was 172 males, 95 females; of these 160 were admitted—70 males, 90 females; the rest failing to obtain admission for want of the

requisite qualifications. Of the 156 admitted during the first Session of the year, 84 had been Teachers—49 males, 35 females. Of the 160 admitted during the second Session, 61 had been Teachers—39 males, 22 females. The whole number of applications for admission to the Normal School from the beginning, in 1847, is 4,825, of whom 4,297 have been admitted. Of these 2,231 had been Teachers before attending the Normal School.

XII. Table M.—Other Educational Institutions in Upper Canada.

The Common and Grammar Schools constitute only a part of the educational agencies of the Country. The private Schools, Academies and Colleges must be considered, as well as the Common and Grammar Schools, in order to form a correct idea of the state of education in the Country. The Table is omitted containing the names of the Cities, Towns and Villages, and the number of these Institutions in each. I here give the abstract of it. In Table M the number of Colleges reported in Upper Canada is 16, attended by 1,820 Students; reported Income from Legislative aid, $150,000; from Fees, $44,000. The number of Academies and Private Schools reported is 255; number of Pupils reported as attending them, 5,818; number of Teachers employed in them, 376; amount received from fees, $48,771. Total number of Colleges, Academies and Private Schools, 271,—decrease, 85; total number of Students and Pupils attending them, 7,638; total Income from public sources and Fees, $242,771.

XIII. Table N.—Free Public Libraries Supplied by the Education Department—Sunday School and other Public Libraries.

1. It may be proper to repeat that the System of Free Public Libraries is as follows: A carefully classified Catalogue of about four thousand works, (which, after examination, have been approved by the Council of Public Instruction), is sent to the Trustees of each School Section, and to the Council of each Municipality. From this Catalogue the Municipal, or School, Authorities desirous of establishing, or improving, a Library, select such Books as they think proper, and receive from the Department the Books desired, (as far as they are in stock, or in print), at cost prices, with an apportionment of one hundred per cent. upon whatever sum, or sums, they provide for the purchase of such Books. The Libraries are managed by the local Councils and Trustees, according to General Regulations established according to law, by the Council of Public Instruction.

2. Since the severe commercial depression through which the Country has passed, the annual demand for Library Books has been less than during the previous years, while the demand for the Prize Books in the Schools, (supplied upon the same terms as the Library Books), has largely increased. The amount provided for Libraries during the year (one-half from local sources, the other by the Department), was $1,930.94—decrease, $923.23; and the number of Volumes sent out was 3,361. The whole number of Libraries established is 897. The total value of Library Books sent out is $112,873.57—increase during the year, $1,930.94. The whole number of Volumes sent out is 208,483—increase during the year, 3,361. They are on the following subjects: History, 36,316; Zoology and Physiology, 14,121; Botany, 2,597; Phenomena, 5,593; Physical Science, 4,367; Geology, 1,867; Natural Philosophy and Manufactures, 12,001; Chemistry, 1,446; Agricultural Chemistry, 756; Practical Agriculture, 8,620; Literature, 20,348; Travels and Voyages, 16,406; Biography, 23,762; Tales and Sketches of Practical Life, 57,767; Teachers' Library, 2,516. To these may be added the Prize Books, 165,847 Volumes, making a total of 374,330 Volumes. Volumes sent to Mechanics' Institutes, not included in the above, 7,677—making a grand total of Books sent out from the Department to December 31st, 1864, of 382,007 Volumes.

3. The number of Sunday School Libraries reported is 2,068—increase, 48; the number of Volumes in these Libraries reported is 317,417—increase, 3,233; the number

of other Public Libraries reported is 379—increase, 2; containing 172,605 Volumes. Total of Free School and other Public Libraries in Upper Canada, 3,344—increase, 396; containing 698,505 Volumes—increase, 6,702.

XIV. Table O.—Expenditure for Maps and Apparatus, and Prize Books.

The amount expended in the purchase of Maps, Apparatus and Prize Books for Schools, the one-half provided from local sources, was $17,260—increase, $1,370. All the applications are voluntarily made by local parties, in transmitting one-half of the amount required for the purchase of articles. The number of Maps of the World supplied in 1864 was 157—increase, 48; of Europe, 224—increase, 52; of Asia, 187—increase, 63; of Africa, 181—increase, 64; of America, 193—increase, 53; of British North America and Canada, 234—increase, 57; of Great Britain and Ireland, 183—increase, 45; of Single Hemispheres, 134—increase ; Classical and Scripture Maps, 239—increase 106; other Maps and Charts, 366—increase, 160; Globes, 103; sets of Apparatus, 46; other School Apparatus, (pieces), 323; Historical and other Lessons in Sheet, 10,206; Volumes of Prize Books, 33,381.

Operations of this Branch of the Department during Ten Years.—I will here give a summary tabular view of the nature of the business which has been done in this branch of the Department during the last ten years. (See next page.)

I think it proper, at the same time, to repeat the following explanatory observations:—

"The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The Globes and Maps manufactured, (even the Material), in Canada contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are the Tellurians, Mechanical Powers, Numeral Frames, Geometrical Forms, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of those articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to Schools and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families as well as to Municipal and School authorities all over the Country. It is also worthy of remark that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and Books procured, so that it does not cost either the Public Revenue, or School Fund, a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various articles of School Apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind conferring so great a benefit upon the public, and without adding to further expense."

XV. Table P.—The Superannuated, or Worn-out, Teachers.

1. Table P gives the age and services of each Pensioner, and the amount of the pension which he receives. Two hundred and seventeen Teachers have been admitted to receive aid from this Fund. Of these, 48 have died before, or during, 1864; 7 were not heard from, 3 resumed teaching, and 1 withdrew from the Fund.

MONEYS RECEIVED AND SUPPLIES SENT TO SCHOOLS BY THE EDUCATIONAL DEPOSITORY FOR THE YEARS 1855-1864.*

Year.	Moneys Received.			Official Maps of										Apparatus.			Object Lessons.	Prize Books.
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	British North America and Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Sets of Apparatus.	Other School Apparatus (pieces).	Historical and other Lessons (in sheets).	Number of Volumes.
	$ c.	$ c.	$ c.															
1855.....	2,327 76½	2,327 76½	4,655 53	135	142	108	94	106	116	95	....	41	467	48	..	546	7,690	....
1856.....	4,660 43½	4,660 43½	9,320 87	136	266	201	185	222	277	196	267	78	192	103	..	1,540	13,300	....
1857.....	9,059 14	9,059 14	18,118 28	245	437	353	316	376	421	515	405	330	886	261	..	2,724	25,831	2,557
1858.....	5,905 14	5,905 14	11,810 28	131	227	203	177	201	234	260	159	143	466	139	..	2,024	12,350	8,045
1859,....	5,952 51	5,952 51	11,905 02	204	261	224	189	252	223	263	132	173	284	135	..	1,164	9,418	12,089
1860.....	8,416 08½	8,416 08½	16,332 17	218	324	260	259	280	296	401	219	167	339	188	..	1,946	12,746	20,194
1861.....	8,125 57	8,125 57	16,251 14	156	283	228	214	244	201	357	159	192	349	169	..	1,339	9,268	26,931
1862.....	8,096 89	8,096 89	16,193 78	154	215	195	174	190	180	245	138	163	317	135	..	200	8,555	29,760
1863.....	7,945 03	7,945 03	15,890 06	109	172	124	117	140	177	138	109	133	206	106	36	166	4,974	32,890
1864.....	8,630 14	9,630 14	17,260 28	157	224	187	181	193	234	183	134	239	366	103	46	323	10,106	33,381
Total....	69,118 70½	69,118 70½	138,237 41	1,645	2,551	2,083	1,906	2,204	2,363	2,653	1,722	1,659	3,872	1,387	82	11,972	114,338	165,847

* Exclusive of Library Books and of articles sold without the Legislative Apportionment.

2. The system, according to which aid is given to worn-out Common School Teachers, is as follows:—The Legislature has appropriated $4,000 per annum in aid of superannuated, or worn-out, Common School Teachers. The allowance cannot exceed $6 for each year that the Recipient has taught a Common School in Upper Canada. Each Recipient must pay a subscription to the Fund of $4 for the current year, and $5 for each year since 1854, if he has not paid his $4 from year to year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing from the time of his, or her, beginning to teach, or with 1854, (when the Pension System was established), if he began to teach before that time. If a Teacher has not paid his subscription annually, he must pay at the rate of $5 per annum for past time, in order to be entitled to share in the Fund when worn out.

3. The average age of each pensioner, in 1864, was 68 years; the average length of service was 21 years. No time is allowed any Applicant except that which he has employed in teaching a Common School in Upper Canada; although his having taught School many years in England, Ireland, Scotland, or other British Provinces has induced the Council to admit him to the list of worn-out Common School Teachers after teaching only a few years in Upper Canada—which would not be done had the Candidate taught altogether only a short period of his life. Previous Reports contain the names of the parties on whose testimony the application has, in each instance, been granted, together with the County of his residence. That part of the Table is omitted.

XVI. Table Q.—Distribution of the Legislative Grant, together with the Sums Raised as an Equivalent, and other Moneys Provided by Municipalities and Trustees.

This Table presents a complete view of all the Moneys which have been received and expended, (and from what source derived), in connection with the Normal, Model, Grammar and Common Schools in Upper Canada. It may be here seen at a glance that this Money has not been expended in any favoured localities, but has been expended in Counties, Cities, Towns and Villages, according to population, and upon the principles of co-operation, in all cases, and according to the extent of it in providing Libraries and all School requisites. The people of Upper Canada provided and expended for Grammar and Common School purposes in 1864, $1,598,106. For details see the Table

XVII. Table R.—Educational Summary for the Year 1864.

This Table exhibits, in a single page, the number of Educational Institutions of every kind, (as far as we have been able to obtain returns), the number of Students and Pupils attending them, and the amount expended in their support. The whole number of Educational Institutions of every kind was 4,595. The whole number of Students and Pupils attending them was 358,722. The total amount expended in their support was $1,636,979. Balances, but not expended, at the end of the year, $203,898. Total amount available for Educational Purposes in 1864 was $1,840,878.

XVIII. Table S.—General Statistical Abstract of the Progress of Education in Upper Canada, from 1842 to 1864, Inclusive.

By reference to this brief, but important, Table the progress of Education in Upper Canada can be ascertained in any year, or series of years, since 1841, as far as I have been able to obtain returns. Take the last ten years as an illustration, and a few items of these contained in the Table. In 1854 the population of Upper Canada, between the ages of 5 and 16 years, was 217,912; in 1864 it was 424,565. In 1854 the number of Grammar Schools was 64; in 1864 it was 95. In 1854 the number of Pupils attending the Grammar Schools was 4,287; in 1864 it was 5,589. In 1854 the number of Common Schools was 3,200; in 1864 it was 4,077. In 1854 the number of Free Schools reported was 1,117; in 1864 it was 3,459. In 1854 the number of Pupils attending the

Common Schools was 204,168; in 1864 it was 354,330. In 1854 the amount provided and expended for Common School purposes was $754,340; in 1864 it was $1,285,318. I refer to the Table for various other details.

XIX. The Provincial Educational Museum in Connection with the Department.

Nothing is more important than that an establishment designed especially to be the Institution of the people at large,—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the people.

It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of Specimens of Natural History of the Country, Casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums in Europe, including Busts of some of the most celebrated characters in English and French History; also copies of some of the works of the Great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These Objects of Art are labelled for the information of those who are not familiar with the originals, but a descriptive historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desired, even in England, that those who have not the opportunity, or means, of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaelle and other Great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction, is in part the result of a small annual sum which, by the liberality of the Legislature has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the School Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature by means of Models, Objects and Publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in Drawing, Painting, Modelling, etcetera.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although considerable before; many have repeated their visits again and again; and, I believe, the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

XX. Reports of the Local Superintendents of Common Schools, and of the Inspector of Grammar Schools.—Practical Remarks.

1. *Value of these Extracts.*—I refer to the Appendix to this Report for extracts from the Reports of Local School Superintendents of Townships, Cities, Towns and incorported Villages,—a most important part of my Report,—as containing a practical exposition of the actual working of the School System in nearly five hundred Municipalities in Upper Canada. The Local Superintendents, in many Townships, and in several Villages, Towns, Cities, and even Counties, have made no remarks in transmitting their Statistical Reports. It may, however, be fairly assumed that what is stated in the extracts given, is applicable, in a general way, to all the Municipalities. The value attached to the Local Reports, in the oldest and most advanced of the neighbouring States, may be inferred from the fact that more than one-half of the Annual School Reports of the States of Massachusetts and New York consist of extracts from local Reports.

2. These Extracts show the inner life and practical working of the School System. The Extracts from local Reports which I have given impartially, (as is clear from the diversity of sentiment of persons appointed and paid by the local elected and Municipal Corporations,) state, from personal observations and experience, what is the nature of the School System, its obstacles and defects, and the views and feelings which more, or less, prevail among the people in the various sections of the Province. These Extracts also exhibit the inner and practical life of the people in several respects, especially in new Settlements, as well as that of the School System; the various hindrances to its operations, from newness of Settlements and poverty, in some instances, from ignorance and indifference in others; also the noble way in which people exert themselves, generally, to educate their Children. The different working and results of the same system, and of the same measure in the different Townships, Cities, Towns, and Villages, show how far the obstacles to its progress arise from any defects in the System itself, or from the disposition, intelligence, or circumstances of the people, and of their elected Trustees. These Extracts also illustrate the local voluntary character of the School System, which, like the Municipal System, is a power and agency given to the people to manage their own affairs in their own way, doing, or spending, much, or little, for the education of their Children as they please, while the Education Department is an aid to prompt and facilitate their exertions, and a special help to those who endeavour to help themselves in the great work which lies at the foundation of the Country's freedom and progress.

3. In addition to the foregoing considerations, these Extracts from local Reports present several other important facts connected with the operations of the School System.

First.—The Importance and Office of County Boards.—Progress.—Third Class Certificates should be limited and given in extreme cases.—The Extracts exhibit a very gratifying improvement in the mode in which County Boards of Public Instruction conduct the Examination of Teachers and give them Certificates of Qualification. It is essential to the elevation of both the Teacher and the Schools, that there should be the highest possible local standard of the qualifications of Teachers, and that depends on the County and Circuit Boards of Public Instruction. If they are lax in their Examinations of Teachers, in the subjects of the Official Programme, and then give Certificates of Qualification to Teachers who pass any sort of Examination, they send forth into their respective Counties, with their endorsement, Teachers unfit to take charge of their Schools, unable to teach many of the more advanced Pupils in the recognized subjects of a Common School Education; they thus wrong individuals, who are taxed for the support of the Schools, degrade the office of the Teacher, and bring a really unqualified Teacher into competition with one well qualified, to his personal and financial injury, and to the great injury of the Schools themselves. If, on the contrary, the County, or Circuit, Boards are thorough in their Examinations, and will give a Certificate of

Qualification to no Teacher who does not come up fully to the Prescribed Standard, and will not give a Third-class Certificate to any Teacher, except from one Board Meeting to another, and only for one School, and that only on the application of the Trustees of such Section satisfying the Board of their inability to employ a Teacher of higher qualifications,—if County and Circuit Boards will thus act intelligently and patriotically for their respective sections of Country, the office of Teacher will become more and more elevated, its ranks will be pruned of incompetent and unworthy Members, and the efficiency of the Schools will be proportionably promoted. No Programme of Examination, however high, can elevate the character and qualifications of Teachers, without the intelligent and cordial agency of the County and Circuit Boards of Public Instruction. They are the practical guardians of the Schools, so far as the character and qualifications of Teachers are concerned. It is a maxim founded on experience that the Teacher makes the School, and it is the County and Circuit Board that (legally) makes the Teacher. I earnestly hope the County Boards will advance in the noble cause which so many of them seem to have pursued during the last year, and the Schools will soon be freed from the nuisance of an incompetent Teacher, who often obtains a Second, or Third, Class Certificate through the laxity of some County, or Circuit, Board, and then goes from one School Section to another, endeavouring to supplant some really competent and efficient Teacher, by offering to teach at a lower Salary; and, when such a supplanter meets with Trustees as mean as himself, a really worthy Teacher is removed to make way for an unworthy one, to the great wrong of the more advanced Pupils and their Parents, and to the great injury of the School. Such a Teacher is unreasonably dear at the lowest price; and, if any Corporation of Trustees can yet be found to sacrifice the interests of the children committed to their Trusteeship by employing such a Teacher, it is to be hoped that no County, or Circuit, Board of Public Instruction will put it in their power to do so by again licensing such a person at all as a Teacher.

Second.—Evils of Rate-Bills.—It is not possible for any person to read these Extracts from local Reports, without being impressed with the serious loss to the School, and many Children of any Section by the continuance, or re-establishment of a Rate-bill School. Whatever may be the reader's views on the abstract question of the Free and Rate-bill Schools, the perusal of these Extracts from the local Reports must convince him that the Free School has immensely the advantage of the Rate-bill School. That whatever other means may be employed to secure the education of all the youth of the land, the Free School is one absolutely essential means to accomplish that all important end.

Third.—Evils of employing cheap Teachers.—These Extracts illustrate the evil of employing what are miscalled cheap Teachers. One Teacher at a Salary of from Five to Eight hundred dollars is often cheaper than another at half that salary, by teaching children how to learn, as well as what to learn; by aiding them to form proper habits, as well as to make rapid progress. Yet, many Trustees are so deluded by a narrow minded selfishness, that they act differently in the employment of Teachers from what they do in the employment of Clerks, or even of Labourers, or in the purchase of common articles of use,—they sell the priceless time and habits of children, not to say their principles and the social interest of the neighbourhood, for the sake of a few dollars in the Salary of the Teacher. In an American School Report it is justly observed:

"We have learned to distrust cheap things, as likely to prove most costly in the end. Contractors for cheap Army Clothing have earned and received the just maledictions of the Government, while no man probably feels himself the richer for the service of this class of operators in the market. Cheap Literature and cheap garments are enormously expensive at any price; but of all things, we believe cheap Teachers,—cheap as to their attainments and qualifications for the duties of the Schoolroom,—are the most expensive luxury with which Parents ever indulged their Children. We do not deny

that the merits of a Teacher are not alone to be measured by his Salary. Moreover, we do not forget that the most accomplished and successful Teacher was once a beginner, labouring as faithfully for the improvement of his Pupils as he now does with five, or ten, times the amount of his former Salary. But this is no reason why we should adopt a system that makes the small sum at which a Teacher can be had, his chief recommendations. This is trifling with a trust that is second to none in importance. If we are sick, would we invite the novice to experiment upon our case, at the cost of health and its blessings; if we have a fractured bone, would we commit it to the hands of one unskilled in surgery, at the expense of a life-long deformity; nor should we commit the welfare of the rising generation to a mere adventurer in the art of teaching, even though he may be secured at moderate wages."

Fourth.—Evils of Changing Teachers.—These Extracts from local Reports illustrate also the evils of frequently changing Teachers. It is true that an incompetent Teacher, or a Teacher of bad manners, or bad morals, (if there be any such,) should be changed as soon as possible, and as soon as possible removed from the ranks of Teachers; but a faithful and efficient Teacher should be retained as a rare and valuable treasure. No College, or Private School, would be considered worthy of confidence that changed its instructors once, or twice, a year; nor can any Common School prosper, or be efficient under such a system. In a Massachusetts local School Report, the Committee, while urging the retaining of the same Teachers for a number of Terms, remarks:

"The Schools of other Townships are reaping the benefit from this plan, and the course is an obvious one, for each Teacher has a way of his own, and must spend about half a Term tearing away the superstructure of his predecessor, and rearing another, which perhaps is not superior to the one superseded, and a great loss of time to the School, is the result."

Fifth.—Prizes to Pupils in the Schools.—I refer likewise to these Extracts from local Superintendents' Reports, for illustrations of the system of Libraries and Prizes. In some instances but little benefit appears to be derived from the Libraries, while, in the great majority of cases, the most salutary influence is exerted by them. In but one, or two instances is objection expressed to the distribution of Prize Books as a reward of merit to Pupils of the Schools, and, in but four instances, is doubt expressed as to the beneficial influence of it. In these exceptional cases the evil, if any, has doubtless arisen from an exceptional mode of distributing Prizes,—being the act of the Teacher, or of persons equally liable to the suspicion of partiality. But where the Examination for the Prizes for proficiency are so conducted as to give no room for the suspicion of favouritism, and where the record is so kept, and so adjudged in regard to Prizes for punctuality and good conduct, as to be equally above any reasonable suspicion of unfairness, the distribution of Prizes as rewards to Pupils for proficiency and good conduct must exert the most beneficial influence; and this, with the exceptions referred to, is the all but unanimous testimony of the local Reports, as it is the universal experience of the Colleges, and the best Schools in both Europe and America. It is the order of Providence, in every day life, that while the slothful hand hath nothing, the diligent hand maketh rich; and merit and attainments are the professed grounds of all Prizes and rewards and distinctions which are bestowed in civil and political life. For any person, therefore, to object to encouraging diligence and good conduct in Schools, by the distribution of Prizes, (and these Prizes consisting of good Books, obtained at half price,) as the rewards of successful diligence and good conduct, is to object to the principles of Holy Scripture, and the rule of Providence, and the universal practice of civilized mankind in all other matters of common every day life. The distribution of Prize Books in the Schools is the means of diffusing a great deal of useful and entertaining knowledge among the young, while it exerts a powerful and wide-spread influence in favour of diligence and good conduct among the Pupils of the Schools. In some Schools this influence may be more limited than in others; but it will always be more, or less, felt

for good, where the system is properly administered. There are, indeed, many murmurers and envious persons against the wisdom and equity of the distribution of Divine Providence; and it would be surprising, indeed, if there were not some who would be dissatisfied and envious at the distribution of rewards and distinctions among the Pupils of the Schools; but this is no more an argument against the system of rewards and distinctions in the Schools, than in the Divine and human government of mankind.*

Sixth.—Religious Character of the School System.—Furthermore, two of these local Reports may be referred to as illustrating the Religious aspect of the Common School System. By the Extracts generally, it will be seen that Religious Exercises obtain in a majority of the Schools, and some Religious Instruction is given in many of them. But an Extract from a very admirable Report of the Local Superintendent of Schools for the City of Toronto, and an Extract from the Report of the Principal of the Central School in the City of Hamilton, show the facilities which the School System affords to the Clergy of the several Religious Persuasions to give Religious Instruction to the Pupils of their respective persuasions, in connection with the Schools. In the City of Hamilton, the Clergy of the different Religious Persuasions have for several years given Religious Instruction to the Pupils of their respective Congregations, every Friday afternoon, from three to four o'clock, and with the most beneficial results. Last year one of the Clergy of the Church of England in the City of Toronto pursued the same course in connection with one of the City Schools. What is thus done by one of the Clergy in the City of Toronto, and by all the Clergy in the City of Hamilton, may be done by the Clergy of all the Cities, Towns, Villages, and I may add, Townships, of Upper Canada, and in connection with all the Schools,—thus illustrating the harmony of the system with the Religious Denominations of the Country, and the Religious interests in connection with the Schools.

Seventh.—Grammar Schools.—Inspector's Report.—Necessity of amending the Law.—Although I do not assume any responsibility as to the opinions therein, any more than as to the opinions expressed in the local Reports of Common Schools; yet the statement and suggestions contained in the Report of the Inspector of Grammar Schools are an additional proof and illustration, (if any were necessary,) of the need of important amendments in the Grammar School Law, without which the Grammar Schools will always be a defective branch of our System of Public Instruction, although they have considerably improved, notwithstanding the essential defects of the present Grammar School Law.

XXI. Military Drill in the Schools.

It is a well known maxim, that "To be prepared for war, is one of the most effectual means of preserving peace." The events of the last four years have drawn the attention of the Legislature and of the whole Country to this important subject. Military exercises to some extent have formed a part of the Gymnastic Instruction in the Normal and Model Schools; but, during the last two years a Military Association has been formed among the Teachers-in-training in the Normal School, and the Government has furnished them with the requisite Arms, on application, through Major Denison, who has visited, inspected and encouraged them with his usual skill and energy. The Board of Common School Trustees in the City of Toronto, (as may be seen by referring to the Report of their Local Superintendent,) have, with praiseworthy intelligence and public

*With a view to obviate the alleged evils of the distribution of prizes by favouritism, the Education Department has prepared a series of merit cards of five grades, to be given to the pupils on the result of each recitation, or as an acknowledgment of punctuality, or good conduct. The comparative aggregate of these merit cards in the possession of the pupils, at the end of a school term, determines the right of such pupils to prizes of more, or less value, as the case may be. A description of these Merit Cards is given in the Chief Superintendent's Annual Report for 1865, as well as directions as to the best mode of awarding them.

Spirit, introduced a regular system of Military Drill among the senior male Pupils of their Schools; the Board of Trustees in Port Hope have done the same. The extracts from the Report of the Board of Trustees of the City of London, C. W., show the admirable measures adopted for introducing Military Drill among the Pupils of their Central School, and the great success of it. The system of Military Drill can be introduced into the Schools of all the Cities, Towns, and Villages in Upper Canada, and, perhaps in some of the larger rural Schools; and the Military training of Teachers in the Normal School, together with the large number of persons who are being taught and certificated in the Government Military Schools, afford great facilities for making Military Drill a part of the instruction given in the Grammar and Common Schools referred to.*

In the neighbouring States this subject is engaging the anxious attention of the Government and Legislature; and Military Drill is likely to become a part of the System of Education of all the Public Schools of their Cities and Towns. The Legislature of Massachusetts, at its last Session, passed a resolution directing the State Board of Education "to take into consideration the subject of introducing an organization of Scholars, about the age of twelve years, for the purpose of Military Drill and School discipline." The Board appointed a Committee, (of which the Governor of the State was Chairman,) to investigate the subject, and to enquire into the result of an experiment which has been tried for two, or three, years, in one of the Towns of the State—the Town of Brookline. The result of the enquiry is thus stated:

"The Boys in the older Class can be already selected from their playmates by the improvement of their forms. Habits of prompt, instant, and unconditional obedience are also more successfully inculcated by this system of instruction than by any other with which we are acquainted. A perfect knowledge of the duties of a Soldier can be taught to the Boys during the time of their attendance at the Public Schools, thus obviating the necessity of this acquisition after the time of the Pupil has become more valuable. A proper system of Military Instruction in the Schools of our Commonwealth would furnish us with the most perfect Militia in the World; and we have little doubt that the good sense of the people will soon arrange such a system in all the Schools of the State."

The Committee adds the following remarks, which are as applicable to Upper Canada, as they are to Massachusetts:—

"The Public Schools are maintained at the Public expense, in order to prepare youth for the duties of Citizenship. One of these duties is to aid in the defence of the Government, whenever, and however, assailed. Surely, then, there is no incongruity, no want of reason, in introducing into the Schools such studies and modes of discipline as shall prepare them for the discharge of this, equally with other duties which the Citizen owes to the State.

"But, can this be done without detriment to progress in other branches? Can it be done without loss of time? The Committee is satisfied that it can, and that, thereby a large amount of practical knowledge and discipline in Military affairs may be attained; and at the same time a very great saving of time and labour be effected, which, under a system of adult training, would be withdrawn from the productive industry of the Country."

E. A. Meredith, LL.D., Assistant Secretary of the Province, read before the Literary and Historical Society of Quebec, in April, 1864, and has published in Pamphlet form an instructive and suggestive paper on "Short School Time and Military, or Naval Drill, in connection with an efficient Militia System." This paper embodies much

*According to the testimony of experienced Educationists, where military drill has been introduced into the Schools, it has resulted in contributing largely to the discipline of these Schools, and in promoting obedience and order.

curious and useful information and many facts as to the success and effects of fewer School hours each day than those usually occupied in the Schools.*

Miscellaneous Observations by the Chief Superintendent.

While the various statistics show a general progress in the Schools, both as to attendance and efficiency, as also in regard to the sums provided by local voluntary taxation for their support, there are some examples of individual Municipal proceeding, and some facts and principles developed in the working of the system, which deserve special remark.

1. *Individual examples of noble conduct.*—I had pleasure in noticing, in my last Report, the example of the Honourable Mr. Justice Wilson, who, previously to his elevation to the Bench, and while engaged in large professional business, acted as Local Superintendent of Schools in the City of London, Canada West, and there contributed the remuneration allowed him for his services, ($100 per annum,) to the purchase of Prizes for Pupils in the Schools. His affectionate and valuable parting counsels to the Managers and Supporters of the London Schools, were given among the Extracts of local Reports in my last Annual Report, as well as in a Separate Chapter in this History. I was also happy to remark that the Lord Bishop of Huron, (Doctor Cronyn,) had not only consented to succeed Mr. Justice Wilson as Local Superintendent of Schools, but had also followed his example in contributing the salary allowed to the Local Superintendent, for the purchase of Prizes to encourage and reward meritorious Pupils in the Schools. The Board of Trustees in their last Report remark as follows:—

The Board have again to express their thanks to the Right Reverend the Lord Bishop of Huron for his liberality in placing at their disposal, for the purchase of Prize Books, the whole amount of Salary attached to the office of Local Superintendent which he now holds.

Another very gratifying example of liberality and deep interest in the advancement of the Schools has been given by the Honourable Billa Flint, who proposed the annual donation of Ten dollars for the purchase of Prize Books to each of the twenty-three Townships of the Trent Division, upon the condition that each Township Council shall contribute a like sum. As the Education Department contributes a sum equal to that which is provided from local sources for the same purpose, a list of carefully selected Prize Books to the value of $40 is thus sent to each Township in the Trent Division, to instruct and entertain hundreds of youth, as well as to promote a noble emulation among the Teachers of the Schools, and among the Pupils, as the Prizes are awarded on a competitive Township Examination of the Candidates from the several Schools.

It is also gratifying to remark that some twenty Township Councils, within the last few months, have appropriated from $10 to $30 each, for Prizes to the Schools, to be awarded on examination by a Township Committee of Examiners. In one, or two, instances, the County Councils have appropriated certain sums to establish County Prizes, for which the Pupils of the various Schools of the Townships in the County compete, by examination before a County Committee of Examiners. The experiment has been very successful and satisfactory. By a system of Prizes established, in the first place, by the Trustees of each School for the Pupils of such School, and secondly, by the Township Council, for competition by the best Pupils of the various Schools in the Township; and thirdly, by the County Council for competition by the best Pupils of the Schools of the several Townships in the County, every Pupil in every School will be distinguished and rewarded according to his merits, the best Pupils and best Schools in each Township will receive their merited distinctions and encouragements, and then the best Pupils and the most successful Teachers in the County will also obtain their

*This paper is again referred to in connection with an interview with the Minister of Militia, with a view to introduce military drill into the Grammar Schools when the Grammar School Law was revised and amended in 1865.

hard-earned and merited distinction and rewards; a healthful and salutary influence will be imparted to both Teachers and Pupils throughout each County and Township, and many thousands of most useful and entertaining Books will be annually circulated, and circulated in a way that gives them the highest value, and secures their most extensive and attentive perusal. One can scarcely conceive a method so economical and effectual for prompting Pupils to good conduct and diligence in the Schools, for animating Teachers in their duties, promoting the efficiency of the Schools, and diffusing useful knowledge throughout every Municipality of Upper Canada.

The Municipal Council and Board of School Trustees of the City of Toronto have set a noble example of encouraging diligence among the Teachers and Pupils of their Schools, by not only procuring and giving Prizes, but founding seven free Scholarships, each tenable for two years in the Grammar School. These Prizes and Scholarships are competed for by a paper and oral Examination before Examiners appointed by the Board of Trustees. At these Examinations the Pupils of the various City Common Schools compete and the Prizes and Scholarships, (signed by the Mayor with the Corporate Seal of the City,) are distributed at an annual Public Meeting, held in the City Hall. In this manner meritorious and promising Pupils of the Common Schools earn a free Grammar School education through the liberality of the Municipality, and thus make their way to the University, where the education is almost free. One, or two, County Councils have adopted the same enlightened course. Should every Municipality, whether County, Township, City, Town, or Village, adopt this course, an immense impulse would be given to the Common Schools, and the best Pupils in them, (however poor their Parents might be,) would, by individual merit and Municipal liberality combined, secure a free Grammar School education, preparatory to active life, or entering the Provincial University, and thus the finest youthful intellect and character of the land would be developed and prepared for the future duties and usefulness of citizenship.

2. *School Discipline.—Use of the Rod.*—A question much discussed in many School Sections is that of School discipline and the use of the Rod in the correction of Pupils. The Regulations established by law provide that each Master, (or Mistress,) of a School is:—

"To practice such discipline as would be exercised by a judicious Parent in his Family; avoiding corporal punishment, except when it shall appear to him to be imperatively necessary; and, in all such cases, he shall keep a record of the offence and punishment for the inspection of the Trustees, at, or before, the next public Examination, when said record shall be destroyed. For gross misconduct, or a violent, or wilful opposition to his authority, the Master may suspend a Pupil from attending the School, forthwith informing the Parent, or Guardian, of the fact, and of the reason of it, and communicating the same to the Trustees, through the Chairman, or Secretary. But no Pupil shall be expelled without the authority of the Trustees."

It is clear, from these Regulations, that a Teacher has a right to suspend a Pupil from School for misconduct. It is also clear that a Teacher has a right to inflict corporal punishment upon a Pupil, (without reference to his age,) when "it shall appear to him to be imperatively necessary." But, as a check upon any hasty and doubtful exercise of discipline, the Teacher is required to inform both the Parents of a Pupil, and the Trustees in case of suspension, and to keep a record, for the inspection of the Trustees, of both the offence and punishment in any case of corporal chastisement.

But there are some who go to the extreme of objecting to all corporal punishment of Pupils by the Teacher. Upon the same ground should they object to corporal punishment of a Child by a Parent,—an objection contrary to Scripture and to common sense. The best Teacher, like the best Parent, will seldom resort to the Rod; but there are occasions when it cannot be wisely avoided. It often happens that Parents whose Children most need the Rod of correction are the first to object to it. Children that are perfectly governed at home, will seldom, if ever, need the Rod of correction, or sus-

pension, or even reproof at School; but Children who are irregular, or not governed at home, can seldom be governed at School without the Rod. But this exercise of discipline should never be done in a passion, or under the influence of angry feelings. A Teacher should never allow himself to punish a Pupil until his mind is calm and his heart free from anger. He should rebuke and chastise in love,—showing that he acts from a sense of duty, and from kindness to the Pupil punished, as well as for the order and welfare of the whole School. The Board of Education for the State of Massachusetts have so clearly and forcibly expressed my views on this subject, that I adopt the following words from their last Annual Report:—

"The Board has a word to say at this time on the subject of School discipline. There are two extremes in the management of Children,—one in the line of corporal punishment, the other in that of moral suasion,—which are to be avoided. An excess of beating was the special vice of former ages. The strong reaction of public sentiment was sometimes carried to the injudicious extreme of totally discarding the Ferule and the Rod. Love is the power which was thought to be omnipotent in control. In later years, a healthful medium has been more generally attained. But, either because the tendency to the old system of flogging has been increasing, or from other reasons, the subject has come up again in some quarters for renewed discussion. The Board are not of the opinion that scolding and beating are the most efficient modes of government, nor do they believe that large numbers of Children can be permanently controlled by any measure of mere love and tact which the largest hearted Teacher may possess. There is an infinite love ever yearning over man, but its influence has never yet of itself alone been paramount over the race. In the arrangements of Providence, or of Law, penalty meets us wherever we go. No wisdom, or moral force, in Rulers, or administrations, was ever sufficient of itself to sustain an orderly Government. Nations, States, Armies, Navies need compulsion, as well as advice and persuasion. Children should learn to obey and submit themselves, without questioning, to legitimate rule. The same Scriptures which say "Children, obey your parents" and "Chasten thy Son while there is hope," say also, "Fathers, provoke not your Children to wrath." The counsel applies to School Teachers. While they insist in obedience, they should make the School-room pleasant, and the Children happy. But, when Teachers depart from these principles of humanity and justice, when they are suspected of severity and excess of punishment, care should be taken by Parents, and especially by Committees, if they must criticise the School management adversely, that they do not weaken the hands of its authority, and, by license unconsciously given, multiply occasions for penalty. The only safe course is to invest the Teacher with authority and restrain him in the exercise of it. If he abuses the trust, and is incorrigible, when advised, let Committees exercise the power given them to dismiss him quietly and obtain a better."

3. *Compulsory Attendance of Pupils at School.*—In connection with the subject of Free Schools, that of compulsory attendance at Schools has engaged much attention and discussion. It is now generally admitted that each Child has as much right to the growth of its mind as of its body; and, the more so, as he is more distinguished as an intellectual and moral being, than as a mere animal; and as the character of the mind and heart of a Child, when grown up to maturity, affects more deeply his own happiness and welfare and the interests of society at large than the growth and character of his body. The starvation of a Child's mind, is, therefore, more criminal than the starvation of his body; and thus the obligation to educate a Child is more imperative than to clothe and feed him. This is clear, whether we reason from the claims of the individual, or from the obligations of Parents and of society, or from the will of God, as indicated by His Providence and His Word.

The obligations of Parents and society are co-extensive with the rights of the individual. To provide for universal education, therefore, is to recognise the highest rights of individual humanity, and to promote the best interests of society; as education is a most potent instrument to prevent crime and develop the original and essential

elements of the wealth and civilization of a people; for there is no instance of a people being wealthy and civilized, much less free and great, in the absence of education. The fact that education is a public interest is the ground on which provision is made for its support. Education,—universal Education,—is a public necessity, as well as a public interest. What is the interest of the public is obligatory upon each individual, and that, so far as taxation is concerned, according to the amount of property which is possessed by him and protected for him in the community, and which receives its available value from the collective enterprise and labours of the community, as well as of his own. Ex-Governor Boutwell, of Massachusetts, has well remarked, in one of his Volumes of excellent School Addresses, that,—

"The only rule upon which Taxes can be levied justly is that the object sought is of public necessity, or manifest public convenience. It quite often happens that men of our own generation are insensible, or indifferent, to the true relation of the Citizen to the cause of education. Some seem to imagine that their interest in Schools, and, of course, their mere obligation to support them, ceases with the education of their own Children. This is a great error. The public has no right to levy a tax for the education of any particular Child, or family of Children; but its right of taxation commences when the education, or plan of education, is universal, and ceases whenever the plan is limited, or the operations of the system are circumscribed. No man can be taxed properly because he has Children of his own to educate; this may be a reason with some for the cheerful payment, but it has, in itself, no element of a just principle. When, however, the people decide that education is a matter of public concern, their taxation for its promotion rests upon the same foundation as the most important departments of a Government. As Parents, we have a special interest in our Children; as Citizens, it is this, that they may be honest, industrious and effective in their labours. This interest we have in all Children."

But the duty to provide for the education of all, involves also the right and duty to see that all are educated. This involves the question of the compulsory attendance of Children at School. If a community provides for the education of all its Children, by the establishment of a Free School, or Schools,—doing so, upon the ground that ignorance is a public evil, and education is a public good, and that each Child born has a right to the food essential to the growth of the mind, as well as of the body,—then has such a community an undoubted right to see that none shall be deprived of that right, and that the evil of ignorance shall not be inflicted upon the public, any more than the evil of robbery, theft, or incendiarism.

In the New England States, especially in that of Massachusetts, this subject has engaged much attention, and Laws have been passed for the punishment and prevention of School Truancy and absenteeism. By these State Laws, each City, or Town, is authorized to pass By-laws on the subject. Two classes of Children are considered by these Laws, namely Truants, that is, Children who having been sent to School absent themselves from it without the knowledge of their Parents, or Teachers; and Absentees, that is, Children who are never sent to School by their Parents, and never attend it. The Legislature of Massachusetts, (April the 30th, 1862,) passed the following Act, entitled "An Act concerning Truant Children and Absentees from School."

Be it enacted, etcetera, as follows:—

"Section 1.—Each City and Town shall make all needful provisions and arrangements concerning habitual Truants, and also concerning Children wandering about the Streets or public places of any City, or Town, having no lawful occupation or business, not attending School, and growing up in ignorance, between the ages of seven and sixteen years; and shall also make all such By-laws respecting such Children as shall be deemed most conducive to their welfare and the good order of such City, or Town; and there shall be annexed to such By-laws suitable penalties not exceeding Twenty dollars for any one breach.

"Section 2.— Any minor convicted of being an habitual Truant, or any child convicted of wandering about in the Streets or public places, of any City, or Town, having no lawful occupation, or business, not attending School, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the Justice, or Court having jurisdiction of the case, instead of the fine mentioned in the First Section, be committed to any such Institution of Instruction, House of Reformation, or suitable situation provided for the purpose, under the authority of the First Section, for such time, not exceeding two years, as such Justice, or Court, may determine."

In each City, or Town, where this Law is carried into effect, special Policemen, or "Truant Officers," are appointed, to whom Teachers report the names and residence of truant Pupils, and to whom complaints of absenteeism are made, and whose duty it is to search out all Truants and Absentees within the prescribed sphere of their labours, and bring them to the Police Court. One of these Truant Officers in the City of Boston, states:—

"I have investigated eleven hundred and ninety-one cases during the year, recorded the names of three hundred and twenty-one Truants and obtained proof of two thousand and ninety-nine truancies."

The following is the account of the first conviction under the State law concerning Absentees:—

"On the 21st of April, 1863, a Boy was brought before Justice Maine, of the Police Court, charged with wandering about the Streets and public places of the City, having no lawful occupation, or business, not attending School, and growing up in ignorance, between the ages of seven and sixteen years; and the charge having been sustained by sufficient evidence, the delinquent was sentenced to the House of Reformation for two years."

One of the Agents of the Massachusetts Board of Education says:——

"In a few Towns the Laws in reference to Truants and Absentees from School are faithfully carried out, and with the happiest results, while in others these laws are overlooked, or utterly disregarded."

The Superintendent of Public Schools for the City of Boston says, in a recent report:—

"We have four Truant Officers appointed by the Mayor and confirmed by the Board of Aldermen, who devote their whole time to the business of aiding Teachers in suppressing the evil of truancy, and in securing the attendance of Absentees from School. The services of these Officers have contributed in no small degree to extend the benefits of education to a large class of Children who would otherwise have been deprived of its blessings. Indeed, the law provides for the appointment of the Truant Officers, and makes Children, not attending any School, or without any regular, or lawful, occupation, or growing up in ignorance, between the ages of five and sixteen years, liable to punishment, and is now a permanent and an indispensable element of our System of Public Education."

The following is the benevolent law of the State of Massachusetts in regard to the employment of Children in manufacturing Establishments—forming the first two sections of the 42nd Chapter of the General Statutes:—

"Children of the ages of twelve years and under the age of fifteen years, who have resided in this State for the term of six months, shall not be employed in a manufacturing Establishment, unless within twelve months next preceding the term of such employment they have attended some Public or Private Day School, under Teachers

approved by the School Committee of the place in which said School was kept, at least one term of eleven weeks, and unless they shall attend such a School for a like period during each twelve months of their employment. Children, under twelve years of age, having resided in this State for a like period, shall not be so employed, unless they have attended a like School for the term of eighteen weeks, within twelve months next preceding their employment, and a like term during each twelve months of such employment.

"The Owner, Agent, or Superintendent, of a manufacturing Establishment, who employs a Child in violation of the provisions of the preceding Section, shall forfeit a sum not exceeding Fifty dollars for each offence, to be recovered by indictment, to the use of the Public Schools in the City, or Town, where such Establishment is situated; and the School Committees in the several Cities and Towns shall prosecute for all such forfeitures."

Surely the Municipal Councils of the Townships, Cities, Towns, and Villages in Upper Canada should be invested with as large powers as those of any New England State, that they may protect themselves from the evils of idleness and ignorance; that they may protect helpless Children against the cruel neglect and heartlessness of their unnatural Parents; that they may secure to all the youth of their respective jurisdictions, and to society at large, the blessings of that education for which they have provided by the establishment of Free Schools. The Municpal Councils, (especially in Townships,) might pass By-laws imposing penalties in the form of Statute Labor, in case fines cannot be collected, upon Parents who do not send their Children, from five to sixteen years of age, to some Public, or Private, School, a certain number of months each year.

4. *Free Schools.*—It has been shown, by references on a preceding page, that nearly all the Common Schools in Upper Canada are Free,—made so, not by Act of Parliament, but by decisions of the Rate-payers themselves in the various Municipalities. It is worthy of remark that where Free Schools have been longest established, the system is most highly valued, and most affectionately cherished, as will be seen by the following Extracts from the last received Annual Report of the School Committee at Boston:—

"If there is any one cause which has contributed more than any other to produce that remarkable degree of happiness, contentment, and of moral and intellectual elevation, which pervade all classes of the people, in our City and Commonwealth, that cause is the successful operation of the system of Free Schools. And the basis of the system is, that the property of all, without distinction, shall be applied to the education of all. The principle and its operation can hardly be better described than in the following language of Mr. Daniel Webster, in the Convention of the State in 1820:—

"For the purpose of Public Instruction, we hold every man subject to taxation, in proportion to his property, and we look not to the question whether he, himself, have, or have not, Children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent in some measure the extension of the Penal Code, by inspiring a salutary and conservative principle of virtue and of knowledge, in an early age. We hope to excite a feeling of respectability, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the Law, and the denunciations of Religion, against immorality and crime. We hope for a security, beyond the Law, and above the Law, in the prevalence of enlightened and well principled moral sentiment. We do not, indeed, expect all men to be philosophers, or Statesmen; but we confidently trust, and our expectation of the duration of our System of Government rests on that trust, that,

by the diffusion of general knowledge, and good and virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness.

"It is every poor man's undoubted birthright, it is the greatest blessing which our Constitution has secured to him, it is his solace in life, and it may well be his consolation in death, that his Country stands pledged, by the faith which it has plighted to all its citizens, to protect his Children from ignorance, barbarism and vice."

The comparative progress and results of Free public and private Schools in the City of Boston itself are clearly set forth in the following forcible language of the City Superintendent, in his Annual Report, addressed to the School Committee:—

"How far our system of Public Instruction supplies the educational wants of all classes in the Community, the wealthier, as well as the poorer, is a question of much interest and importance. From the first establishment of our Schools, they have been free alike to the Children of the high and of the low, and, for the purpose of maintaining them, every man is held subject to taxation in proportion to his property, without regard to the question whether he may, or may not, choose to avail himself of the advantages which they afford. A system of Schools free to all, supported by the property of all, good enough for all, and actually educating the Children of all, is an ideal perfection which we may perhaps never expect to become a reality. Private tuition will probably find patronage more, or less, extensive in every highly educated community. But the Public Schools in proportion as they are elevated and improved, take the place of private Seminaries in educating the Children of the larger Tax-payers; and as the proportion of large Tax-payers who send their Children to the Public Schools increases, the means provided for the support of these Schools will be more and more liberal. These propositions are fully illustrated in the history of our System of Public Education. The reason why we can afford to sustain our Schools on a scale so liberal, is found in the fact that they are universally patronized by those Parents who have the means to educate their Children elsewhere. A comparison of the statistics of the Public and Private Schools of Boston for the year 1817, with those for the present year, will exhibit our progress in this respect, which, I think, is without a parallel.

"In the year 1817, the Town of Boston was thoroughly canvassed under the direction of the School Committee, to ascertain the actual state of education. The result of this inquiry was presented in a carefully prepared Report, which was printed and circulated among the people. From this interesting Document it appears that the whole number of Children in the eight Public Schools was 2,365, educated at the cost of about $22,000. At the same time there were 262 Private Schools, supported at the expense of the Parents, excepting eight, which were maintained by the charity of individuals. The number of Pupils in these Private Schools, was 4,132, and the expense of them, $49,154. It appears that the number of Pupils in the Private Schools was 174 per cent. of the number of those in attendance at the Public Schools, while the cost of the Private Schools was more than 200 per cent. of the cost of maintaining the Public Schools. If we turn to the statistics of the present year, we shall find a very different state of things. The whole number of Pupils educated at the public expense is 27,081, —an increase of more than 1,100 per cent. in forty-five years, while the number of Pupils in Private Schools, other than Schools of special instruction,—such as Commercial Schools for teaching Book-keeping and Penmanship,—is only about 1,400, or 33 per cent. of the number in 1817, and five per cent. of the number in Public Schools.

"What stronger evidence than that contained in these statistics can be desired to prove the success of our Common Schools in supplying the educational wants of the whole Community? But the comparison of the two systems of education in respect to the cost of tuition, per Scholar, exhibits no less striking results. At the former period alluded to, the annual cost per Scholar in the Public Schools was about Ten dollars,

and in Private Schools, about Twelve dollars; now it is Fifteen dollars in the former, while it has risen to Eighty dollars in the latter. So that while the cost of educating a Scholar in the Public Schools has increased during the last forty-five years only about fifty per cent., the cost in Private Schools has increased, in the same time, upwards of six hundred per cent. Such facts as these need no comment; they speak for themselves.

"The past, at least, is secure. We can look back on the earlier and later history of our School System with a just pride. It owes its origin to the Founders of our City, and it has been cherished and enlarged by the successive generations of their descendants. It has grown with our growth, and strengthened with our strength. It has been the principal fountain, humanly speaking, of our social improvement. And, while we contemplate with satisfaction its past history and present prosperity, it becomes us to remember and ever keep in mind, that to sustain, preserve, and improve it, while we enjoy its blessings, is a sacred duty which the present generation owes to posterity."

Improvements in the Common School Law.—Several provisions of the School Law were preparatory to a more matured state of things. From the experience of the past, the advance of society and the improved Municipal organization of the Country, I think the School Law may, in several respects, be simplified, and the great principle of it, while inviolably maintained, may be more comprehensively and simply applied. But I purpose and hope to be able, in the course of a few months, to make an official Tour of Upper Canada, and to confer at County Meetings and otherwise with persons of all classes who have practical experience of the School System in each County, on the various questions relating to its working and possible improvement, when I shall be prepared to submit the results to the consideration of the Government and Legislature during the Parliamentary Session of 1866.

TORONTO, July, 1865. EGERTON RYERSON.

Balance Sheet of the Education Department for the Year ending 31st December, 1864.

Names of the different Accounts.	Receipts.					Expenditure.				
	Balance on hand 1st January, 1864.	Receipts during the year.	From the Honourable Receiver-General.	Overexpended 31st December, 1864.	Total Receipts.	Overexpended 1st January, 1864.	Payments during the year.	Remitted to the Honourable the Receiver-General.	Balance on hand 31st December, 1864.	Total Expenditure.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1. Common School Grant.....	4,885 82	....	157,856 07	....	162,741 89	....	158,842 37	3,774 65	124 87	162,741 89
2. Poor School Fund.....	1,417 93	....	1,242 93	....	2,669 86	....	681 00	1,242 93	736 93	2,660 86
3. Roman Catholic Separate Schools..	4,274 71	....	4,399 00	230 06	8,903 77	....	8,794 52	109 25	....	8,903 77
4. Grammar School Fund	3,257 34	....	51,194 00	....	54,451 34	....	45,074 00	6,981 34	2,396 00	54,451 34
5. Grammar School Inspection.....	383 54	....	2,000 00	....	2,383 54	....	705 00	743 54	935 00	2,383 54
6. Normal and Model Schools.....	473 48	4,054 92	14,925 43	....	19,453 83	....	15,966 29	1,770 03	1,717 51	19,453 83
7. Libraries, Maps and Apparatus....	6,543 57	13,084 16	7,000 00	4,210 59	30,838 32	....	22,836 72	8,001 60	....	30,838 32
8. Superannuated Teachers.....	....	138 00	4,389 75	....	4,527 75	219,45	3,734 07	90 00	484 23	4,527 75
9. Journal of Education	558 81	161 85	2,903 86	....	3,624 52	....	2,326 62	7 90	1,290 00	3,624 52
10. Educational Museum.....	1,236 49	1 00	2,000 00	....	3,237 49	....	1,109 62	584 81	1,543 06	3,237 49
	23,031 69	17,439 93	247,911 04	4,440 65	292,823 31	219 45	260,070 21	23,306 05	9,227 60	292,823 31

ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR THE YEAR 1865.

To His Excellency the Right Honourable Viscount Monck, Governor General of Canada.

MAY IT PLEASE YOUR EXCELLENCY:

I have the honour to present my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1865. There has been an increase in both the Receipts and Expenditures and the Attendance of Pupils and the time of keeping open the Schools, during every year, without exception, of the more than twenty years which it has been my duty to report them; and the increase of last year is a large advance on that of any preceding year.

1. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

Receipts.

1. The amount apportioned from the Legislative Grant for Salaries of Teachers in 1865 was $165,972,—decrease, $2,253. There had been an increase of $10,152 the preceding year.

2. The amount apportioned and paid from the Legislative Grant for the purchase of Maps, Apparatus, Prize Books and Libraries was $10,041—increase, $1,214.

3. The Legislative Grant is apportioned and paid to each Municipality, upon the condition that such Municipality provide, at least, an equal sum by local Assessment; but such Municipality is empowered to provide as large an additional sum as it may think proper, for the education of youth within its own jurisdiction. The amount provided by Municipal Assessment, in 1865, was $308,092,—increase, $3,710, and $142,120 in excess of the Legislative Grant.

4. *Trustees' Rate on Property.*—The elected Trustees of each School Section have the same discretionary power as each Municipality to provide by Rate on Property means for the support of their Schools. The means thus provided by Trustees, by Rate on property, amounted to the large sum of $711,197,—increase, $51,816,—the largest increase for one year ever reported under this head.

5. *Trustees' Rate Bills on Pupils.*—Whether a Rate Bill shall be imposed on Pupils, or whether the School shall be Free, is determined in each School Section by the Ratepayers at the Annual, or a special, Meeting called for that purpose; and, also, what shall be the amount of the Rate Bills in Cities, Towns, and incorporated Villages; the Board of Trustees decide whether the Schools shall be Free, or not. In no case can a Rate Bill be imposed exceeding Twenty-five cents per month for each Pupil. The amount of Rate Bills imposed upon and collected from Pupils, was $60,696,—increase, $1,059.

6. The amount received from the Clergy Reserve Fund and other sources was $90,131,—decrease,—$15,165. The Clergy Reserve Fund is at the discretionary disposal of the Municipalities, and many of them have nobly applied it to School purposes. The annual sums paid to Municipalities from this Fund are, of course, diminishing.

7. The amount available from balances of 1864, (not paid at the end of the year,) was $198,869,—increase, $20,430.

8. The total Receipts for Common School purposes, for 1865, was $1,545,000,—increase, $60,813; the largest increase of any one year since the establishment of the

School System, and all from local sources,—the voluntary action of the Country, as the Apportionment of the Legislative Grant was a little less the last year preceding.

Expenditures.

1. For Salaries for Teachers, $1,041,052; a very large increase in the Salaries of Teachers.

2. For Maps, Apparatus, Prizes, and Libraries, $22,571,—decrease, $578.

3. For School Sites and Building School Houses, $127,672,—increase, $11,615.

4. For Rents and Repairs of School Houses, $41,534,—increase, $4,531.

5. For School Books, Stationery, Fuel, and other expenses incurred by Trustees, $123,048,—increase, $10,896.

6. Total expenditure for all Common School purposes, for 1865, $1,355,879,—increase, $70,561.

7. Balance of School Moneys not expended at the end of the year, $189,121,—decrease, $9,748.

II. Table B.—School Population, Pupils attending Common Schools, and in different Branches of Instruction.

Although the old Statute requires the legal Returns of School population to include Children between the ages of 5 and 16 years, the School Law confers the equal right of attending the Schools upon all Persons between 5 and 21 years of age.

1. The School Population, (including only Children between the ages of 5 and 16 years of age,) was 426,757,—increase, 2,192. Whether this small reported increase of School population arises from any defects in the Returns, or from other causes, I am unable to say.

2. The number of Pupils between 5 and 16 years of age attending the Schools was 361,617; increase, 10,692. The number of Pupils of other ages attending the Schools, was 22,035,—increase, 1,265. The whole number of Pupils attending the Schools was 383,652,—increase, 11,957. The reported increase of School population in the previous year was 12,198, but the increase of Pupils attending the Schools was only 10,887; so that, while the absolute increase of School attendance, in 1865, is larger than that of 1864, the increase of School attendance, as compared with the increase of School Population, is considerably larger.

3. The number of Boys attending the Schools, was 204,320,—increase, 6,296. The number of Girls attending the Schools, was 179,332,—increase, 5,661. A larger number of Girls than Boys attend Private Schools. The number of indigent Pupils reported attending the Schools, was 4,409,—decrease, 356.

4. The Table is referred to for the reported periods of attendance of Pupils, and the number in each of the several Branches taught in the Common Schools. With the three slight exceptions named, there was a gratifying increase of Pupils in all the higher Branches taught.

5. I deeply regret to observe that the number of Children reported as not attending any School, was 42,141,—increase, 1,658, although, under the same head, during the previous year, there was reported a decrease of 4,492. The Local Superintendents refer to this Return as the opinion of the Trustees in the several School Sections, and as indicating the number not attending the Common School, rather than the result of careful enquiry as to the absolute non-attendance of Children at any School. But making due allowance for this, yet, judging from statements and remarks in the Reports of Local Superintendents themselves, there is much to regret, to humble, to excite concern, and to demand increased exertion on this subject. The number returned under the same heads, of persons between the ages of 4 and 21 years, in the State of New York, as stated in the last received official School Report is 394,336, after deducting the number reported as attending Private Schools; the whole number of Children in that State

between the ages of 4 and 21 years, reported in 1864, being 1,307,882,—the number reported as attending the Public Schools being 881,184,—the number reported as attending the Private Schools, being 32,302; the number, not accounted for, is 394,336. There are, of course, very many between the ages of 4 and 21 years who do not attend any College, or School, who have, at least, received a Common School education, or some instruction in the Common School. But, allowing for this, there must be a vast mass of ignorance, fruitful soil for the growth of Fenianism and other forms of vice and lawlessness. The safety and best interests of our Country and Christian duty demand that the dark record of 42,141 Children not attending any School should disappear from our Annual School Reports, and that the attendance of Pupils at School should equal, or nearly equal, our School population.

III. Table C.—The Religious Denominations, Certificates, and Annual Salaries of Teachers.

1. *Male and Female Teachers.*—According to this Table, in the 4,303 Schools reported as open, there were 4,721 Teachers employed,—increase, 96; Male Teachers, 2,930,—decrease, 81; Female Teachers, 1,791—increase, 177. This shows a considerable increase in the number of Female Teachers employed. It is the general opinion of Educationists that Female Teachers are best adapted to teach small Children, having, as a general rule, most heart, most tender feelings, most assiduity, and in the order of Providence the qualities best suited for the care, instruction and government of infancy and Childhood. Some United States Superintendents argue strongly in favour of employing Female Teachers in the Common Schools, and even, in fact, in the higher Public Schools. In the State of Massachusetts, of the 7,352 Teachers employed in the Public Schools in 1864, 1,210 were Males, and 6,142 were Females. In the State of New York, of the 26,888 Teachers employed in the Public Schools in 1864, 5,707 were Males, and 21,181 were Females. In Canada, I think the tendency is to undervalue female teaching, and, therefore, also the Salaries of Female Teachers. In the neighbouring States, the tendency seems to be quite the reverse,—to underestimate the comparative value of male teaching, and to unduly exalt that of females. The New York State Superintendent points with undisguised pleasure to the fact, that "nearly eight-tenths of the Teachers employed in the Schools of the State are Females." But I think there are many Male Teachers as painstaking to instruct, encourage, govern, and secure the attention of little Children, through their affections, as much as Female Teachers. Yet, I concur in the following remarks of the New York State Superintendent:—

"To teach and train the young seems to be one of the chief missions of Woman. Herself highminded, the minds of those with whom she comes in daily contact unconsciously aspire. Gentle herself, she renders them gentle. Pure herself, she makes them pure. The fire which truly refines the ore of character can be kindled only by her hand. Woman is more deeply read than Man in the mysteries of human nature, at least, in that of Children. It might, perhaps, be nearer the truth to say, that her superior knowledge in this respect is intuitive. Better her discipline of love that his reformatory theories and austere rules and stringent systems. Her persuasive reproofs far exceed his stern menaces and cold logic.

"In England, the proportion of Female to Male Teachers is rapidly increasing."

2. *Religious Persuasions of Teachers.*—The Teachers are reported to be of the following Religious Persuasions:—Church of England, 828,—decrease, 26; Church of Rome, 534,—decrease, 10; Presbyterian, 1,416,—increase, 19; Methodists, 1,308,—increase, 22; Baptists, 271,—increase, 44; Congregationalists, 77,—decrease, 3; Lutherans, 19,—increase, 2; Quakers, 25,—increase, 9; Christians and Disciples, 44,—increase, 12; reported Protestant, 90,—increase, 14; Unitarians, 4,—increase, 2; other Persuasions, 40,—increase, 23; not reported, 65,—decrease, 12. The employment of so many Roman

Catholic Teachers in the Public Schools is worthy of remark, in connexion with the provisions for Separate Schools and the Roman Catholic ecclesiastical hostility against the Public Schools, evincing practically the comprehensive equity of the Public School System, and the liberality with which it is carried out; especially when it is considered that three-fourths of the Roman Catholic Children taught in the Common Schools of Upper Canada are taught in the Public Schools, they being chiefly preferred by the parties concerned in the Separate Schools.

3. *Teachers' Certificates.*—The number of Normal School Teachers holding Provincial Certificates employed, was 564, of whom 213 were First Class, and 351 Second Class, —decrease 10. The number of Teachers employed under Certificates by County Boards were, First Class, 1,483,—increase, 87; Second Class, 2,040; decrease, 14; Third Class, 483,—increase, 13; not classified, 145,—increase, 21; whole number of Teachers holding legal Certificates, 4,575,—increase, 76.

4. The number of Schools in which the Teachers were changed during the year, was 786,—increase, 97. This is a great evil both to Teachers and Pupils, and a serious impediment to the progress of the Schools.

5. *Annual Salaries of Teachers.*—The highest Salary paid to a Teacher in a County was $630; the lowest, $84. The highest Salary paid in a City was $1,350; the lowest, $200. The highest Salary in a Town, $1,000; the lowest, $140. The highest in a Village, $600; the lowest, $270. The average Salaries of Male Teachers in Counties, without Board, was $260; of Female Teachers, $169. In Cities, of Male Teachers, $522; of Female Teachers, $241. In Towns, of Male Teachers, $447; of Female Teachers, $265. In Villages, of Male Teachers, $387; of Female Teachers, $192. There is a small increase on the preceding year in the average Salaries of Teachers.

IV. Table D.—School Sections, Schools, School Houses, School Visits, School Lectures, Time of Keeping Open the Schools.

1. *School Sections.*—The whole number of School Sections reported for 1865, was 4,385,—increase, 78. The whole number of Schools reported was 4,303,—increase, 78.

2. *Free Schools.*—The number of Free Schools reported was 3,595,—increase, 136. Number of Schools partly free, with a Rate Bill of twenty-five cents per month or less, 708,—decrease, 48. Thus 3,595,—or all the Common Schools in Upper Canada, except 708,—are entirely Free,—wholly supported by Rate on property, with no Rate Bills, or Fees required from the Pupils,—and that the result of the fifteen years' experience, discussions, and voluntary action of the Rate-payers in the several School Sections.

3. *School Houses.*—The whole number of School Houses reported was 4,339,—increase, 93; of which 594 are Brick,—increase, 65; Stone, 357,—decrease, 9; Frame, 1,719,—increase, 65; Log 1,645,—decrease, 26. Number not reported, 24. The whole number of School Houses built during the year was 127,—43 Brick, 10 Stone, 55 Frame, 19 Log.

4. *School Visits.*—By Local Superintendents, 10,370,—increase, 378, an average of more than two visits to a School; by Clergymen, 7,630,—increase, 553,—a noble and voluntary work, and most gratifying fact; by Municipal Councillors, 1,736,—decrease, 104; by Magistrates, 2,566,—increase, 239; by Judges and Members of Parliament, 408,—decrease, 603,—much to be regretted; by Trustees, 19,404,—decrease, 142,—ought not so to be; by other persons, 31,970,—increase, 5,580,—a gratifying increase. Whole number of School Visits, 74,084,—increase, 5,901.

5. *School Lectures.*—The number of School Lectures delivered by Local Superintendents during the year was 2,887,—decrease, 39; by other persons, 388,—increase, 62; whole number of Lectures delivered was 3,275,—increase, 23. It is a duty of a Local

Superintendent to deliver, at least, one lecture in each School Section during the year. It appears from the Returns, that, while there were 4,303 Schools open, there were only 2,887 Lectures delivered by Local Superintendents,—less than three-fourths as many as there were Schools open, and showing a neglect of a duty prescribed by law.

6. *Time of Keeping Open the Schools.*—The legal Holidays and Vacations include only about one month of the year,—too small a portion of time. The average time of keeping open the Schools during the year, including Holidays and Vacations, was eleven months and seven days,—average increase, four days for each School. The actual average time of teaching, or keeping open the Schools, was, therefore, about ten months. The average time the Schools were kept open in the State of Massachusetts was seven months and nineteen days. The average length of time of keeping open the Schools in the State of New York was a little over seven months.

7. *Recitations.*—The number of Schools in which Recitations of Prose and Poetry are practised was 1,881,—increase, 77. This is a very useful exercise; it promotes the habit of accurate learning by heart, improvement in Reading and Speaking, and is an agreeable and often an amusing diversion. It ought to be practised weekly, or monthly, in every School.

8. *Public School Examinations.*—The number of Public School Examinations was 7,709,—increase, 92. This, although an increase on the preceding year, is less than an average of two for each School, while the law requires that there should be a quarterly Public Examination of each School, and that the Teacher should give notice of it to the Trustees and Parents of the Pupils, and to the School Visitors resident in the School Section.

9. *School Prizes and Merit Cards.*—The number of Schools in which Prize Books, etcetera, are reported as having been distributed for the reward and encouragement of meritorious Pupils was 1,321,—increase, 61. The importance of this comparatively new feature of the School System can hardly be over-estimated. A comprehensive Catalogue of carefully selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at cost prices, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools. A series of lithographed Merit Cards, with appropriate Illustrations and Mottoes, has been prepared by this Department, and are supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit Cards are to be awarded daily, or more generally, weekly, to Pupils meriting them. One class of cards is for Punctuality; another for Good Conduct; a third for Diligence; a fourth for Perfect Recitations. There are generally three, or four, Prizes under each of these heads; and the Pupil, or Pupils, who get the largest number of Merit Cards under each head, will, at the end of the Quarter, or Half year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of a Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil, he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations, or exercises, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends. There are two peculiarities of this System of Merit Cards worthy of special notice. The one is, that it does not rest upon comparative success of single examinations at the end of the Term, or half year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and that irrespective of what may be done, or not done, by any other Pupil. The ill-feeling by rivalship and a single Examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every day School life. The second peculiarity is, that the standard of merit is founded on

the Holy Scriptures, as the Mottoes on each Card are all taken from the Sacred Volume, and the Illustrations on each Card consist of a portrait of a character illustrative of the principle of the motto and as worthy of imitation. The Prize Book system, and especially in connexion with that of Merit Cards, has a most salutary influence upon the School discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.

V. Table E.—Text Books, Maps, and Apparatus Used in the Schools.

1. *General Remarks on the Uniformity of Text Books in the Public Schools.*—There is perfect unanimity among Educationists in both Europe and the United States, as to the importance of a uniform series of Text Books for the Public Schools, and as to the evils of a variety of Text Books,—rendering classification of Pupils and comparisons of Schools and judgment of their progress impossible,—reducing the value of Teachers' labour, impeding the progress of the Pupils, and causing much additional expense to Parents. In the last Report of the Massachusetts State Board of Education, the Agent of the Board remarks,—

"Diversity of Text Books still needlessly multiplies Classes in some of the Schools. In a School in one Town, I recently found seven Classes in Geography, where, with uniformity of Books, they might be reduced to three, to the great improvement of the Schools. This case illustrates an evil not uncommon, which would at once be remedied, if Committees would execute the Law on the point."

In the last School Report of the State of New York, it is stated,—

"It would be needless to undertake to enumerate the kinds, qualities, condition, or character of the Text Books. Indeed, in this respect there is the greatest need of reform. It is not unfrequently the case that half a dozen Arithmetics, three, or four, unlike series of Readers, as many Treatises on Geography, a like number of Spelling Books, and two, or three, Grammars, are found in one School. Proper classification is impossible, and the time of the Teacher is frittered away in going over the same subject with small Classes, in each of which are several Text Books. I know of no plan to remedy this defect among our Schools, unless the Legislature shall pass an Act leaving the choice of Text Books to the Department. Something ought to be done in this matter, as it is a serious drawback to progress."

In former Reports I have spoken of the steps and means taken to remove the great evil of various and foreign Text Books from our Canadian Schools, and to introduce a uniform and superior series of Text Books into the Schools. In my last Report, I gave a summary account of the principal facts of this procedure, and stated the manner in which a desideratum had been supplied, and a widely-felt want had been provided for by the preparation and adoption of a Canadian Geography and History, and the adaptation of the National Arithmetic to Canadian Currency and Schools. It only remains for the series of National Readers to be revised and adapted to our Schools; and this is being done by two of the most accomplished and experienced Instructors of youth in Upper Canada,—the Reverend Doctors McCaul and Ormiston; and steps are being taken by which every Text Book sanctioned by the Council of Public Instruction shall not be the property, or monopoly, of any individual, but shall be public property to publish and sell, as well as to purchase. Thus, the enterprise and emulation and rivalry will not be to get up and try to get foisted into the Schools a variety of Text Books, and thereby to cause additional expense to Parents of Pupils, and impair and paralyze the efficiency of the Schools, and inflict upon them the evils experienced by the diversity of Text Books in the neighbouring States, and from which our Schools have been rescued; but the enterprise and emulation will be the printing and sale of rival editions of the same Text Books, so that, in all cases of free competition in manufacturing the same article, there will be the security to the public for cheapness and excellence.

The only objection made to the National Series of Text Books now almost universally used in our Schools relates to the Readers; and the chief objection to them is, that they are "behind the times," as advancement has been made in some matters of science alluded to in them since they were written; an objection quite trivial and scarcely deserving a moment's consideration. For, in the first place, a Reader is not intended to be a Book of Science, any more than the Holy Scriptures, which would be regarded on some matters of Science "quite behind the times" by certain publishers of new Books, and their Agents. The object of a School Reader is not to teach Science, but to teach the Pupil to read,—and the less the Learner is diverted from that one object, while learning to read, the better. Secondly, a careful examination by men of Science, as well as of experience in teaching, has resulted in attesting that the matters of defective Science objected to in the National Readers relate to merely two, or three, trivial points of no practical importance, and not affecting the value and usefulness of the Book, as Readers. The real objection is not that they contain too little Science, but too much, more reading exercises on scientific subjects than are necessary, and which a Teacher is not required to Teach, at least from a Reader, and especially since there are other specially prepared and authorized Text Books, on the elements of both Chemistry and Natural Philosophy, as far as can be taught in any Common School. In the third place, the National Readers still hold their place against all competition, not only in Ireland, but in England and Scotland, where new Readers are published every year. I have two editions of these Readers before me, published only last year, and by first class Publishers, the one in England and the other in Scotland. It is not a little absurd to see certain persons in a Canadian Village and Common School,—without any pretensions to science, or learning, professing to criticize the National Readers as "behind the times" while first-class Publishers in England and Scotland are reproducing them, and First Class Teachers prefer them to all other late publications in both England and Scotland. The Readers consist mostly of extracts from standard Authors, whose Words will never grow old, while the English Language continues to be read and spoken, any more than Euclid and many other School Books will ever grow old.

If, therefore, the National Readers were perpetuated unchanged in our Schools, they would not be less beneficial than they have been; and it would be much better thus to continue them than to incur the evils of admitting a diversity of Readers in the Public Schools. There is not a monopoly in the printing, or sale, of the National Readers in Canada. They have been printed and stereotyped upon the reasonable expectation on the part of the Publishers that good faith would be kept with them by the Government Authority selecting them for the Schools; and providing for, and authorizing, their publication in the Country.

Frequent, or sudden, changes in the Text Books of the Public Schools are alike injurious to the Public Schools and to the Publishers; and it is better to be too slow than too fast in either changing, or adopting, Text Books for the Schools. The object of the Public Schools is the public good, and not private speculation. The object of the Legislature, in providing for the establishment and support of Public Schools,—like providing for a militia and soldiery,—is the safety and welfare of the Country; and all the requisites for the efficiency of the one, as well as the other, are but means to that end; and as it is not left to any and every individual Gunsmith, or Tailor, to get up and sell as he can the Tools and Clothing for the Regular, or Militia, soldiery, but the Government must use the right and every possible care and deliberation to select and provide arms and clothing for the defenders of the Country, so must the same authority and equal care be employed to provide for the Public Schools,—the best police for the Country,—the Text-Books, or Tools, that are required for the highest efficiency of the Schools. It is not for an individual Author, or Publisher, to say that his productions are the best, and, therefore, must be received into the Schools as fancy may dictate, and the importunity of individual speculation may persuade, any more than for the Gunsmith, or the Tailor, to say that his productions are the best, and, therefore, must be admitted into the Army, as the fancy of each Officer, or Soldier, may dictate, or as

the Gunmaker, or Clothes-maker may persuade. Nor would the efficiency of the Army be more impaired by diversity of Arms and Clothing, than would the efficiency of the Schools by diversity of Text Books. Individual enterprise may be employed in both cases,—in supplying the Country's Defenders with Arms and Clothing, as well as the Country's Schools with Text Books and Apparatus; but, in the one case, as well as the other, the articles supplied must be those which have been selected and approved by public authority.

Of all the Text Books of the Schools, the Readers are the most universally used, and uniformity in them is most essential to the classification of Pupils and the estimate of their progress. Diversity in the Readers of a School is inadmissible, as much as diversity of Text Books in a Military School, or on any branch of Science taught to a Class in a School. But to obviate, as far as possible, any and every objection to the National Readers, and to render them as truly Canadian as they are truly National, the Council of Public Instruction, as stated, have referred them to a special Committee including the most able and experienced Instructors of youth in Canada, for thorough revision and adaptation to our Country; and the revised edition of them, as is the present, will be open to every Publisher to print and dispose of them as he may think proper, as will soon be the case with all Text Books sanctioned by the Council of Public Instruction.

2. *Readers.*—Of the 4,303 Schools reported, the National Readers are used in 4,223, —increase, 121. They are, therefore, used in all the Schools but 80. I question whether there is an example in any Country,—certainly none in America,—where there is such a complete uniformity in the Text Book Readers of the Public Schools; and that without any compulsion, from the excellence and truly national character of the Books, and the absence of all monopoly in the publication and sale of them. In the presence of such facts, it would seem almost incredible, that attempts should be made by private speculation to destroy this uniformity and efficiency of this essential branch of Public School Instruction in order to get privately got-up Books introduced into the Schools,—thus inflicting upon the Schools all the evils complained of by our American neighbours from a diversity of Text Books, and all simply to advance the interests of a single private publishing company.

3. *Spelling Books.*—Mavor was used in only 58 Schools,—increase, 7; Canada Spelling Book was used in 367 Schools,—increase, 183; Sullivan's, (National,) Spelling Book Superseded was used in 3,099,—increase, 115. This Spelling Book is as much superior to any of the other Spelling Books used, as the number of Schools in which it is used is greater. Various Spelling Books are reported as used in 392 Schools,—decrease, 212.

4. *Arithmetics.*—Sangster's improved Editions of the smaller and larger National Arithmetics to the currency and statistics of Canada, are now mostly used in the Schools. The original Irish National Arithmetics are reported as still used in 806 Schools,—decrease, 372. Sangster's National Arithmetic was used in 3,437 Schools,—increase, 428.

5. *Grammars.*—Sullivan's Grammar was used in 519 Schools,—decrease, 135; Kirkham's Grammar was used in 360 Schools,—decrease, 143; Lennie's Grammar was used in 2,639 Schools,—increase, 142; various, including Bullions, 751,—increase, 341. Two Canadian editions have been issued of Bullion's excellent Grammars, authorized by the Council of Public Instruction, the one entitled Introduction to the Analytical and Practical Grammar of the English Language, with Exercises in Analysis and Parsing; the other is entitled Revised Edition of Bullion's Analytical and Practical Grammar of the English Language, containing, in addition to other new matter, a section on the structure of words; a vocabulary of Saxon, Latin and Greek Roots; extensive selections in Prose and Poetry for Analysis, and a complete course of instruction and exercises in English Composition. These are doubtless the best Grammars for the use of our Schools.

6. *Geographies.*—Since the withdrawal of permission by the Council of Public Instruction for the use of Morse's American Geography, its use has rapidly declined. Morse's and various Geographies were used last year in 417 Schools,—decrease, 417; Sullivan's National Geography, (very defective in respect to Canada and British America,) was used in 686 Schools,—decrease, 229; Lovell's Canadian Geography was used in 2,863 schools,—increase, 674. In my last report I stated the manner in which Lovell's Easy Lessons in Geography, (for small Pupils), and his General Geography were prepared and published, with the then approval and eulogies of all parties, to meet a wide-felt and hitherto unsupplied want in our Canadian Schools. Well have they, and are they, supplying those wants; and it is gratifying to find their use in the Schools is becoming so nearly universal.

7. *Histories.*—These are not specially stated; but the History of England is reported as having been taught in 1,557 of the Schools,—increase, 124; and the History of Canada in 832,—increase, 194.

8. *Book Keeping* was taught in 1,757 Schools,—increase, 65.

9. *Mensuration* was taught in 915 Schools,—increase, 29.

10. *Algebra.*—Colenso's Algebra was used in 873 Schools,—increase, 23; Sangster's Algebra, (a new Canadian School Book, designed to supersede Colenso's.) was used in 216 Schools,—increase, 216; various Algebras were used in 431 Schools.—decrease, 116.

11. *Geometry.*—The Irish National Geometry was used in 249 Schools,—increase, 6; Euclid was used in 1,104 Schools,—increase, 169; various in 59 Schools,—decrease, 18.

12. *Maps, Globes and Apparatus, etcetera.*—The whole number of Maps supplied to the Schools up to this time was 24,417,—increase, 458. Whole number of Schools using Maps, 3,265,—increase, 78. Whole number of Globes supplied to the Schools, 1,136,—increase, 52. Whole number of Schools using Blackboards, 3,964,—increase, 258. Sets of Apparatus supplied, 284,—decrease, 3. Tablet Lessons supplied, 1,039,—decrease, 71. Magic Lanterns supplied, 64,—increase, 10. School Museums of Natural History supplied, 30,—decrease, 13.

13. *Schools Opened and Closed with Prayer, and in which the Bible is read.*—The number of Schools in which the Daily Exercises were opened and closed with Prayer was 2,889,—increase, 183. The number in which the Bible and Testament were read, 3,036,—increase, 84. The Religious reading, instruction and exercises are, like Religion itself, a voluntary matter with Trustees and Teachers of the Schools; and no Child can be compelled to be present at any Religious reading, Instruction, or Exercise, against the wish of his Parents, or Guardians. The Council of Public Instruction provide facilities, and make recommendations on the subject, in accordance with the Religious convictions of the Authorities of each School, whether Roman Catholic, or Protestant, but do not assume the authority of enforcing, or compelling anything in respect to Religion. In some of the Schools the Readings and Prayers are according to the Roman Catholic Church; in other, and the great majority, of places, these exercises are Protestant. The proportion of three-fourths of the Schools, in which Religious Exercises of some kind are practised, is a gratifying indication of the prevalent Religious principles and feelings of the Country.

VI. Table F.—Roman Catholic Separate Schools.

Besides the facts that the Public Schools are Non-Denominational and that equal protection is secured to the Roman Catholics with any and every other Religious Persuasion, and besides the facts that upwards of three hundred Roman Catholic Teachers are employed, and about forty-five thousand of the sixty thousand Roman Catholic School-going Children are taught in the Public Schools, the Legislature has made

provision for the establishment, under certain conditions, of both Roman Catholic and Protestant Separate Schools. In 1863, the Legislature passed a Separate School Act which was accepted by the Authorities and Representatives of the Roman Catholic Church as a final settlement of the question, as far as related to Upper Canada.

1. The number of Separate Schools reported was 152,—increase, 5.

2. *Receipts.*—The amount apportioned and paid from the Legislative Grant to Separate Schools, according to the average attendance, as compared with that of the Public Schools in the same Municipalities, was $9,365,—increase, 570. The amount apportioned and paid for the purchase of Maps, Apparatus, Prize Books and Libraries, upon the usual condition of an equal sum being provided from local sources,—was $263,—increase, $75. The amount provided by Rates on the Supporters of Separate Schools was $23,788,—increase, 3,287. Amount subscribed and paid by Supporters of Separate Schools, and from Fees and other local sources, $12,802,—increase. $136. The whole amount provided from all sources for the support of Separate Schools was $46,219,—increase, $4,069.

3. *Expenditure.*—For the payment of Teachers, $33,953,—increase, $2,973. For the purchase of Maps, Apparatus, Prize Books and Libraries, $721,—increase, $48. For other purposes, $11,544,—increase, $1,048.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools was 18,101,—increase, 736. The average attendance of the Pupils at the Schools was 8,518,—increase, 292.

5. The average time the Separate Schools were kept open was 11 months.

6. The number of Teachers employed in the Separate Schools was 200,—increase, 10. Of these 81 were Male, decrease, 2; and 118 were Female,—increase, 12.

7. The same Table shows the subjects taught in the Schools. and presents a gratifying increase in all the higher subjects of a Common School education, as also the increased number of Schools in which Maps, Blackboards, etcetera, are used.

VII. TABLE G.—THE GRAMMAR SCHOOLS, RECEIPTS, EXPENDITURE, PUPILS.

1. *Schools.*—The whole number of Schools reported, was 104,—increase, 9.

2. *Grants.*—The amount of the Legislative Grant and Fund apportioned and paid for Salaries of Head Masters and Teachers was $53,205,—increase, $8,260. This increase of aid was obtained with the intention of increasing the efficiency of the Grammar Schools established, but the Bill introduced and intended to become an Act at the same time with the increase of the Grant, not having passed the Legislature, no additional restrictions were enforced to prevent the multiplication of Grammar Schools without due provision being made for their support. The result was, that several new Schools in small places were established, and the increased Grant, therefore, contributed to multiply feeble Schools, rather than add to the efficiency of those already established. This evil has, however, been remedied by the amended Grammar School Act, passed last year, and which came into operation at the beginning of the current year.

3. *Maps and Apparatus, etcetera.*—For the purchase of Maps, Apparatus, Prize-Books and Libraries, there was apportioned and paid out of the Legislative Grant the sum of $1,058,—increase $399. This Apportionment was paid on the condition of an equal sum being provided from local sources.

4. *Receipts.—Amount received from Local Sources.*—The amount received from Municipal Grants, $14,963,—decrease, $950. From fees, $18,542,—decrease, $810. (No Reports have yet been received from the Grammar Schools at Merrickville, Consecon,

and Thorold ; and the Reports of several other Grammar Schools are incomplete). From Balances of the previous year, and other sources, $12,885,—increase, $2,910. Total receipts for Grammar Schools from all sources, as reported, $100,654,—increase, $9,809.

5. *Expenditures.*—For Head Masters' and Teachers' Salaries, $81,562,—increase, $8,303. For Building, Rent and Repairs, $5,251,—decrease, $888. For Maps, Apparatus, Prize Books and Libraries, $2,229,—increase, $630. For Fuel, Text Books and Contingencies, $5,197,—increase, $379. Total expenditure for Grammar School purposes, $94,240,—increase, $8,424.

Balances on hand at the end of the year, $6,413,—increase, $1,384.

6. *Pupils.*—The number of Pupils attending the Schools during the year 1865 was 5,754,—increase, 165. The number of Pupils whose Parents reside in the City, Town, or Village, in which the Grammar School is situated, was 4,228,—increase, 38. Number of Pupils whose Parents reside out of the Corporation of the Grammar School, but in the County, 1,229,—increase, 146 ; number of Pupils resident in other Counties than that of the Grammar School which they attend, 297,—decrease, 19 ; number of Pupils reported as pursuing the Grammar School Course of Studies, 5,158,—increase, 105 ; of those admitted 2,111 are reported as having passed the regular Entrance Examination in force in 1865.

VIII. Table H.—Number of Pupils in the Various Branches of Instruction.

This Table shows not only the subjects taught in the Grammar Schools, but the number of Pupils in each. For minute statistical details the Table is referred to. In the different branches of English there were 5,666,—increase, 241; in the several classes and subjects of Latin, 3,669,—increase, 844; in Greek, 735,—increase, 9; in French, 1,733,—increase, 4; total in Arithmetic, 5,491,—increase, 104; total in Algebra, 2,468,—decrease, 35; total in Euclid, 1,857,—increase, 92; in the first four Rules of Arithmetic, reduction and fractions, 1,461,—decrease, 52; in higher rules of Arithmetic, 4,030,—increase, 156; in the first four rules of Algebra, 1,165,—increase, 298; in higher rules in Algebra, 1,303,—decrease, 334; in Euclid, Books I and II, 1,149,—increase, 131; in Euclid, Books III and IV, 708,—decrease, 39; total in Geography, 5,281,—increase, 318; in Ancient Geography, 1,221,—decrease, 125; in Modern Geography, 4,996,—increase, 256; in Canadian Geography, 3,562,—increase, 596; total in History, 4,532,—decrease, 117; in Greek and Roman History and Antiquities, 1,209,—decrease, 202; in other Ancient History, 856,—decrease, 19; in English History, 3,639,—decrease, 194 ; in Canadian History, 1,696,—increase, 208; total in Physical Science, 2,429,—decrease, 482; in the Elements of Natural History, 931,—increase, 322; in the Elements of Natural Philosophy and Geology, 1,851,—decrease, 334; in the Elements of Physiology and Chemistry, 898,—decrease, 735 ; Total in Writing, 4,962,—increase, 176 ; who write well, 2,563,—decrease, 231 ; who write indifferently, 2,399,—increase, 407 ; in Book Keeping, 1,265,—increase, 17; in Drawing, 555,—decrease, 120; in Vocal Music, 718,—decrease, 184. I may remark that during the year 1865 the revised Programme of Studies for the Grammar Schools was gradually introduced into many Schools, although it did not come into general operation until 1866. This circumstance will account for the large increase of Pupils in Latin, and a decrease in some other branches,—the younger Boys taking Latin and deferring some other subjects to a more advanced period of the Course. The year 1865 was a year of transition; the full effects of the change will not be seen until the Reports of 1866 shall have been received.

IX. Table I.—Grammar School Masters—Miscellaneous Information.

This Table contains the Return of the name, College, Degree, and Salary of each Head Master of a Grammar School, and the date of his appointment; the number of Teachers employed in each School; the kind of School House, title, and value of School

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Property; the number of Schools in which the Bible is read and Prayers daily are offered; number of Schools united with Common Schools; number of months each School is kept open; number of Schools furnished with Maps, Globes, Blackboards, and complete sets of Apparatus; estimated value of Library Books, Apparatus and Furniture; number of Schools in which Gymnastics and Military Drill are practised; number of Pupils who have obtained Prizes at Examinations during the year, or who have matriculated at any University, and with what honours, or who have been admitted into the Law Society. The Table is referred to for information on all these subjects in regard to each Grammar School in Upper Canada.

X. Table K.—Meteorological Observations in the Grammar Schools.

Instead of giving many Abstracts from the Observations for 1865, at the Meteorological Stations, I desire to offer the following explanatory remarks: The Consolidated Grammar School Act povided that the Head Master of each Senior County Grammar School in Upper Canada should take certain Observations, in accordance with prescribed Instructions, and that the County Councils should defray the cost of the necessary Instruments. Abstracts of the Observations were to be forwarded by the Observer, monthly, to the Chief Superintendent of education at Toronto. The Senior Schools, (*i.e.*, those situated in the County Town of each County,) had, under a previous Enactment, been especially privileged by a preference over the Junior Schools in the distribution of the Grammar School Fund. As the Law did not connect the increased Grant with the performance of the duty of recording Meteorological Observations, and as many of the County Councils neglected to make any appropriation for the purchase of the necessary Instruments, although in all cases, one half of the cost was paid by the Department, the result ensued that several of the Senior Schools were never provided with the Apparatus, and many of those Stations, for which the Instruments were provided, made the Returns in a desultory and unsatisfactory manner, which rendered the publication of a connected series impossible. There were, however, Observers, to whom this remark does not apply, and who continued to send valuable Abstracts which are preserved in the Education Office.

In 1865, the Grammar School Improvement Act, for the passage of which efforts had been annually made, was at length passed, and contained the following Section:—

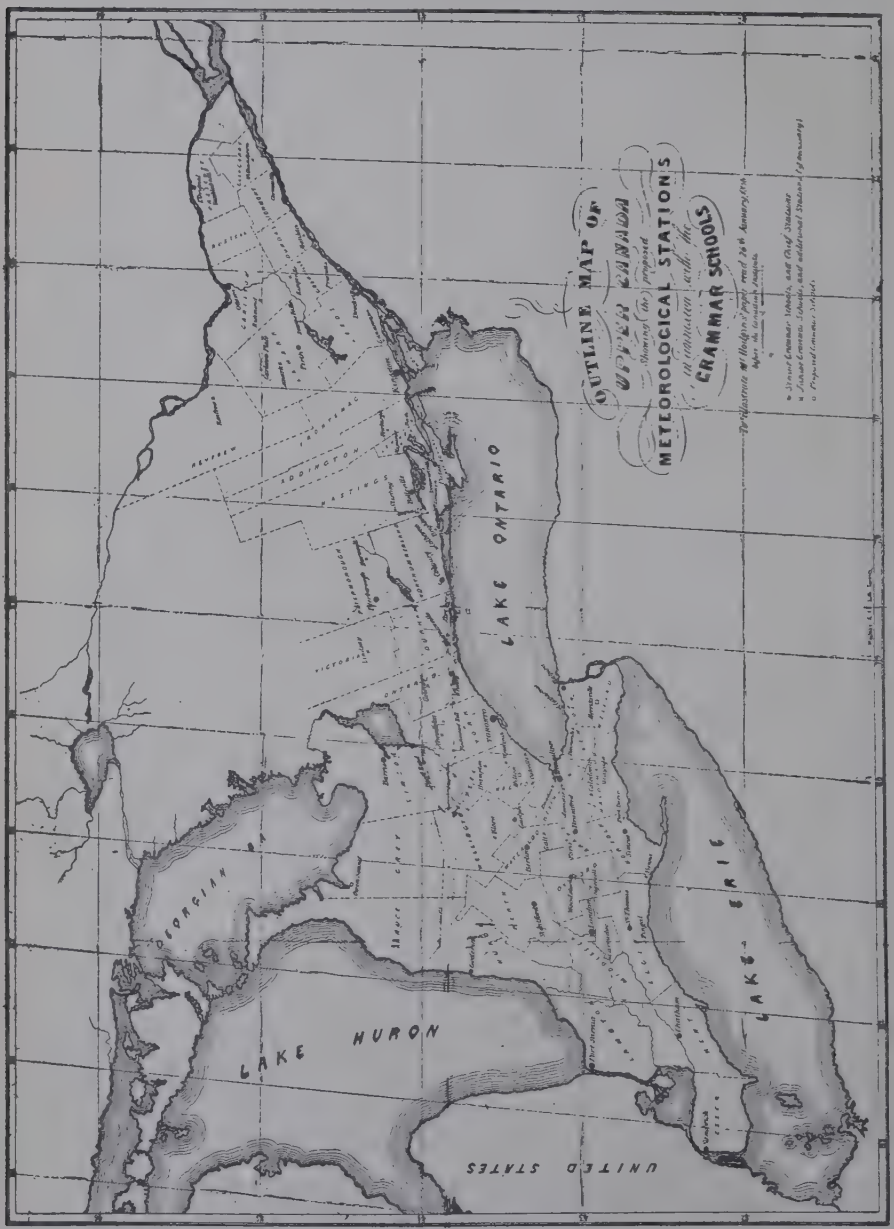
"11. Each of the Grammar School Meteorological Stations, at which the daily Observations are made, as required by Law, shall be entitled to an additional Apportionment out of the Grammar School Fund, at a rate not exceeding Fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly Abstracts thereof are furnished to the Chief Superintendent of Education, according to the Form and Regulations of the Department of Public Instruction, but the number and locality of such Meteorological Stations shall be designated by the Council of Public Instruction, with the approval of the Governor-in-Council."

Under this provision, His Excellency the Governor-in-Council, on the recommendation of the Council of Public Instruction for Upper Canada, has authorized the establishment of Meteorological Stations at the following Grammar Schools:—Windsor, Goderich, Stratford, Simcoe, Hamilton, Barrie, Peterborough, Belleville, Cornwall and Pembroke, as may be seen on the accompanying map of these stations. (See page 72.)

Of these, all but Goderich have applied for and obtained the required Instruments, and are in working order. It is hoped that all the ten Stations will shortly be in a position to send regular and accurate Returns of their Observations; and, as provision has been made for remunerating the Observers for their work, those Gentlemen may fairly be expected to give the necessary time and attention to the subject.

It will be seen, from the subjoined extracts from Correspondence on the subject, that the Smithsonian Institution at Washington, which collects and publishes a vast

quantity of valuable Meteorological Records, has, with great generosity, forwarded to this Department a copy of its last Annual Report, and of the large Volumes of Meteor-



ological Results, as a Gift to each of the Grammar School Stations in Upper Canada. These Books will, no doubt, be examined by each Observer with great pleasure and attention, and it is hoped that a new encouragement will be felt in performing a work

which is shown to be so important, and which is now being energetically carried on by great numbers of scientific men in all parts of the world. The following Instruments are used at each Station:—

One Barometer, one Maximum and one Minimum Thermometer, Wet and Dry Bulb Thermometers, one Rain Gauge and Measure, one Wind Vane.

Full Abstracts of the daily records are sent to the Education Office monthly, in addition to a weekly Report of certain Observations, which are prepared for publication in any local Newspaper, which the Observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the Observer's Reports are arranged and preserved for further investigations.

The following is the Correspondence with Doctor Joseph Henry, Secretary of the Smithsonian Institution at Washington, to which reference is made above:—

"I have the honour to state, in reply to your Letter of the 10th ultimo, that the Legislature of the Province has, at the instance of the Chief Superintendent of Education, authorized the establishment of a Meteorological Station in every County in Upper Canada, in connection with the Department of Public Instruction, the Observers being the Head Masters of Grammar Schools. The following Instruments were obtained from England for each Station: Barometer by Negretti and Zambri; Dry and Wet Bulb Thermometers by the same; and maximum and minimum Thermometers by the same and by Casella. These Instruments were compared with Standards at the Kew Observatory, by Mr. Glaisher, and again at the Toronto Observatory, by Mr. Kingston. They are excellent Instruments, and may be relied on. Each Station is also supplied with a Wind Vane and Rain Gauge. Full Instructions and Tables, together with Forms for periodical Reports, are provided for the Observers.

"Our Stations are now ten (10) in number, situated at the most favourable points between Longtitude 83° West, and Latitude 42° and 46° North. The Observers are educated men, and Graduates of Universities. Arrangements have also been made for the careful examination and comparison of the Records of the Observations at this Office. The results will appear monthly in our official *Journal of Education*.

"As our Meteorological Establishments are now being placed on a most satisfactory footing, we may hope to contribute information of a permanent value, and your Institution would confer a favour on this Department by sending us as complete a series of its Meteorological Reports for our Observers,—with any papers bearing on the subject, —as it may be able to afford.

"J. GEORGE HODGINS,

"TORONTO, March 26th, 1865. *Deputy Superintendent of Education.*"

The following Reply was received to this Letter:—

"We are much interested in your Letter of the 26th ultimo, in which is contained an account of the improvements lately made in your system of Meteorology. I had prepared some remarks in regard to this subject for insertion in the Annual Report for 1865, which I am now enabled to render more definite, by the facts you have given me.

"I shall also publish your Letter as a part of the Appendix to the Report, and will add to it the recent Regulations which you have adopted.

"We shall make up a package of such of our Meteorological publications as have escaped the fire, and among the number will send a copy of the large Volumes of 'Meteorological Results' for each of your ten Stations.

"There is a prospect, now that the Civil War has ceased, and the number of permanent Military Posts of the United States are to be increased, at which Observations are to be taken, that we will be able to re-organize our combined system of Observations on an improved and more reliable basis.

"JOSEPH HENRY,

"WASHINGTON, April 3rd, 1866. *Secretary of the Smithsonian Institution.*"

XI. Table L.—Operations of the Normal and Model Schools.

This Table presents a condensed statistical view of the operations of these important Institutions since their establishment in 1847. They were not designed to educate young men and women, but to train Teachers, both theoretically and practically, for the general work of conducting the Schools of the Country. They are not constituted, as are most of the Normal Schools in Europe, and many in the United States, to impart the preliminary education requisite for teaching, as well as for other transactions of business. That previous preparatory education is supposed to have been obtained in the Public, or Private ,Schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools therefore is, to do for the Teacher what an apprenticeship does for the Mechanic, the Artist, the Physician, the Lawyer,—to teach him, theoretically and practically, how to do the work of his Trade, or Profession. No inducements are presented to anyone to apply for admission to the Normal School, except those who wish to qualify themselves for the profession of teaching; nor is anyone admitted except those who declare, in writing, their intention to pursue the profession of teaching, and that "their object in coming to the Normal School is to better qualify themselves for their profession,"—a declaration similar to that which is required for admission to Normal Schools in other Countries. Nor is any Candidate admitted without passing an entrance Examination equal to what is required for an ordinary Second Class Teacher's Certificate by the County Board. The great majority of Candidates are those who have been Teachers, and who possess the County Board's Certificates of Qualification,—many of them First Class Certificates.

The Model Schools, (one for Boys, and the other for Girls, each limited to 150 Pupils, each Pupil paying a dollar a month, while the Common Schools of the City are free), are appendages to the Normal School. The Teachers-in-Training in the Normal School, divided into Classes, spend some time each week in the Model Schools, where they first observe how a Model School, teaching Common School subjects, is organized and managed, how the several subjects are taught, and they, at length, act as Teachers themselves, and as Assistants, under the observation and instruction of the regularly Trained Teachers of the School, who also report, from day to day, the attention and aptitude of each Teacher-in-Training for teaching, governing Pupils, commanding the attention of Pupils, etcetera.

XII. Table M.—Other Educational Institutions in Upper Canada.

As the Common and Grammar Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered, in order to form a correct idea of the state and progress of education in the Country. Table M contains an abstract of the information collected, respecting these Institutions,—omitting the names of Cities, Towns and Villages where they are established. Whole number of Colleges, 16; number of Students, 1,820; amount of Annual Income, or Legislative Aid, $150,000; amount received from Fees, $44,000. Number of Academies and Private Schools, 260,—increase, 5; number of Pupils, 5,966,—increase, 148; number of months open, 10; number of Teachers, 410,—increase, 34; amount of Fees received, $50,899,—increase, $2,128; total number of Colleges, Academies and Private Schools, 276,—increase, 5; total number of Students and Pupils, 7,786,—increase, 148; total amount received and expended from all sources, $244,899,—increase, $2,128. The information respecting these Institutions cannot be considered complete, as it is only obtained and given voluntarily.

XIII. Table N.—Free Public Libraries, Prize Books, etcetera.

These Libraries are managed by local Municipal Councils and School Trustees, under General Regulations, established, according to Law, by the Council of Public Instruction. The Books are procured by the Education Department, from Publishers,

both in Europe and the United States, at as low prices as possible; and a carefully prepared classified Catalogue, of about four thousand Works, (which, after Examination, have been approved by the Council of Public Instruction), is sent to the Trustees of each School Section and to the Council of each Municipality. From this select and comprehensive Catalogue, the Municipal, or School, Authorities, desirous of establishing, or increasing, a Library, select such Books as they think proper, and receive from the Department not only the Books at cost prices, but an Apportionment of one hundred per cent. upon the amount which they provide for the purchase of such Books. None of these Books are sold by the Department to any private parties, except to Teachers and Local Superintendents for their professional use.

The number of Volumes sent out for free Public Libraries during the year was 3,882, on the subjects of History, Zoology, Physiology, Botany, Phenomena, Physical Science, Geology, Natural Philosophy, Manufactures, Chemistry, Agricultural Chemistry, Practical Agriculture, Literature, Voyages, Biography, Tales and Sketches of Practical Life, School Teaching and Management, besides 44,601 Volumes of Prize Books, to encourage and reward meritorious Pupils in the Schools. The number of Volumes for Public Free Libraries thus procured and sent out by the Department during the thirteen years that this branch of the School System has been in operation is 212,365,—an average of 16,105 Volumes per year. These Volumes are on several subjects, as follows:—History, 36,927 Volumes; Zoology and Physiology, 14,289; Botany, 2,617; Phenomena, 5,655; Physical Science, 4,420; Geology, 1,893; Natural Philosophy and Manufactures, 12,132; Chemistry, 1,449; Agricultural Chemistry, 756; Practical Agriculture, 8,730; Literature, 20,676; Voyages, 16,940; Biography, 24,315; Tales and Sketches of Practical Life, 58,992; School Teachers' Library, 2,574,—total, 212,365. The number of Volumes procured and sent out as Prize Books in the Schools during the nine years that this branch of the School System has been established, is 210,448, besides 8,293 Volumes to Mechanics' Institutes; making a grand total of upwards of 430,000 Volumes.

XIV. Table O.—Maps, Apparatus, Prize Books Supplied by the Department to Grammar and Common Schools, During 1865.

The amount expended in 1865 in supplying Maps, Apparatus and Prize Books for Schools,—one-half being provided from local sources,—was, $20,222,—increase $2,962. In every case, the articles are supplied on the voluntary application of School Authorities, who provide and transmit one-half of the amount required for the purchase of the Maps required. The following is a summary Statistical Statement of what has been done in this Branch of the Department to provide for the wants and promote the efficiency of the Schools from 1855 to 1865:—

MONEYS RECEIVED AND SUPPLIES SENT TO SCHOOLS BY THE EDUCATIONAL DEPOSITORY FOR THE YEARS 1855-1865.*

Year.	Moneys Received.			Official Maps of										Apparatus.			Object Lessons.	Prize Books.
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	British North America and Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Sets of Apparatus.	Other School Apparatus (pieces).	Historical and other Lessons (in sheets).	Number of Volumes.
	$ c.	$ c.	$ c.															
1855.....	2,327 76½	2,327 76½	4,655 53	135	142	108	94	106	116	95	....	41	467	48	..	546	7,690	....
1856.....	4,660 43½	4,660 43½	9,320 87	136	266	201	185	222	277	196	267	78	192	103	..	1,540	13,300	....
1857.....	9,059 14	9,059 14	18,118 28	245	437	353	316	376	421	515	405	330	886	261	..	2,724	25,831	2,557
1858.....	5,905 14	5,905 14	11,810 28	131	227	203	177	201	234	260	159	143	466	139	..	2,024	12,350	8,045
1859.....	5,952 51	5,952 51	11,905 02	204	261	224	189	252	223	263	132	173	284	135	..	1,164	9,418	12,089
1860.....	8,416 08½	8,416 08½	16,332 17	218	324	260	259	280	296	401	219	167	339	188	..	1,946	12,746	20,193
1861.....	8,125 57	8,125 57	16,251 14	156	283	228	214	244	201	357	159	192	349	169	..	1,339	9,268	26,931
1862.....	8,096 89	8,096 89	16,193 78	154	215	195	174	190	180	245	138	163	317	135	..	200	8,555	29,760
1863.....	7,945 03	7,945 03	15,890 06	109	172	124	117	140	177	138	109	133	206	106	36	166	4,974	32,890
1864.....	8,630 14	9,630 14	17,260 28	157	224	187	181	193	234	183	134	239	366	103	46	323	10,106	33,381
1865.....	10,111 40	10,111 40	20,222 80	105	164	140	131	149	153	145	107	163	271	65	43	179	9,019	44,601
Total....	79,230 10½	79,230 10½	158,460 21	1,750	2,715	2,223	2,037	2,353	2,516	2,798	1,829	1,822	4,143	1,452	125	12,151	123,357	210,448

*Exclusive of Library Books and of articles sold without the Legislative Apportionment.

I think it proper, at the same time, to repeat the following explanatory observations :—

"The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The Globes and Maps manufactured, (even in the material,) in Canada, contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are the Tellurians, Mechanical Powers, Numeral Frames, Geometrical Forms, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with the copies and Models, purchasing certain quantities of the Articles, when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these Articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way new domestic manufactures are introduced and mechanical and artistical skill and enterprise are encouraged, and many aids to Schools and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private Families as well as to Municipal and School Authorities all over the Country. It is also worthy of remark that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and Books procured, so that it does not cost either the Public Revenue, or the School Fund a penny, beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various articles of School Apparatus. I know of no other instance, in either the United States, or in Europe, of a Branch of a Public Department of this kind, conferring so great a benefit upon the Public, and without adding to public expense."

XV. Table P.—The Superannuated or Worn-out Teachers of Common Schools.

1. This Table shows the age and services of each Pensioner, and the amount which he receives. It appears that 227 Teachers have been admitted to receive aid; of whom 59 have died before, or during, the year 1865; 9 were not heard from; 5 resumed teaching, or withdrew from the Fund.

2. The system, according to which aid is given to worn-out Common School Teachers, is as follows :—The Legislature has appropriated $4,000 per annum in aid of superannuated, or worn-out, Common School Teachers. The allowance cannot exceed $6 for each year that the Recipient has taught a Common School in Upper Canada. Each Recipient must pay a subscription to the Fund of $4 for the current year, and $5 for each year since 1854, if he has not paid his $4 in any year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing from the time of his beginning to teach, or with 1854, (when the System was established,) if he began to teach before that time. When a Teacher omits his annual subscription, he must pay at the rate of $5 for that year, in order to be entitled to share in the Fund when worn out.

3. The average age of each Pensioner in 1865 was 74½ years, the length of service in Upper Canada was 21½ years. No time is allowed to Applicants except that which has been employed teaching a Common School in Upper Canada; although their having taught School many years in England, Ireland or Scotland, or in the British Provinces, has induced the Council, in some instances, to admit Applicants to the list of worn-out Common School Teachers, after teaching only a few years in this Country,—which would not have been done, had the Candidate taught here, altogether, only a few years of his life.

XVI. Table Q.—Distribution of the Legislative Grant, together with Sums Raised as an Equivalent, and Other Moneys Provided by Municipalities and Trustees.

. This Table presents a complete view of all the Moneys which have been received and expended, (and from what sources derived,) in connection with the Normal, Model, Grammar and Common Schools of Upper Canada. It may be seen at a glance on this Table that the public money has not been expended in any favoured localities, but has been expended in the Counties, Cities, Towns and Villages throughout the Province, according to population, and upon the principle of co-operation, in all cases. The people of Upper Canada provided and expended, in 1865, for Grammar and Common School purposes, $1,667,842,—increase on the Receipts and Expenditure of the preceding year, $69,735 This is irrespective of Colleges, Academies and Private Schools.

XVII. Table R.—Educational Summary for 1865.

This Table exhibits, in a single page, the number of Educational Institutions of any kind, (as far as I have been able to obtain returns), the number of Students and Pupils attending them, and the amount expended in their support. The whole number in these Institutions in 1865 was 4,686,—increase, 91; the whole number of Students and Pupils attending them was 397,992,—increase, 12,270; the total amount expended in their support was $1,717,206,—increase, $80,226; the amount of balances unexpended at the end of the year was $195,535, decrease, $8,363. The total amount available for educational purposes in 1865 was $1,912,741,—increase on the year preceding, $70,863.

XVIII. Table S.—General Statistical Abstract of the Progress of Education in Upper Canada from 1842 to 1865, inclusive.

It is only by comparing the character and number of Institutions of Education at different periods, the number of Pupils attending them, and the sums provided and expended for their support that we can form a correct idea of the educational progress of the Country. By reference to this brief but important Table, the Reader can ascertain the progress of Education in Upper Canada in any year, or series of years, since 1841, so far as I have been able to obtain Returns. I will take a few items for the last ten years as an illustration. In 1855, the School Population of Upper Canada, between the ages of 5 and 16 years of age, was 297,623; in 1865, it was 426,757,—increase, 129,134. In 1865 the numbers of Grammar Schools and Pupils were respectively 65 and 3,726; in 1865, the numbers were respectively 104 and 5,754,—increase of Schools, 39, of Pupils, 2,028. The number of Common Schools in 1855 was 3,284; the number in 1865 was 4,151,—increase, 867. The number of Common School Pupils in 1855 was 22,979; the number in 1865 was 365,552,—increase, 142,573,—an average increase of 14,257 Pupils per year, while the average increase of School population was 12,913 per year. The number of Free Schools in 1855 was 1,211; the number in 1865 was 3,595,—increase, 2,384, or an average increase of 238 Free Schools per annum. The amount provided and expended for Common School purposes alone, in 1855 was $899,272; the amount provided and expended in 1865 was $1,355,879,—increase, $456,607, or an average annual increase of $45,660.

XIX. The Educational Museum.

Nothing is more important than that an establishment designed especially to be the Institution of the People at large,—to provide for them Teachers, Apparatus, Libraries and every possible agency of instruction,—should, in all parts and appendages, be such as the People can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired, in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of

Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government, as part of the system of popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the People.

It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agriculture and other Implements, of specimens of Natural History of the Country, casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums in Europe, including the Busts of some of the most celebrated characters in English and French history; also copies of some of the works of the Great Masters of the Dutch, Flemish, Spanish, and especially of the Italian, Schools of Painting. These objects of Art are labelled for the information of those who are not familiar with the originals. In the evidence given before the Select Committee of the British House of Commons, it is justly stated "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed that, as "people of taste, going to Italy, constantly bring home beautiful modern copies of noted originals," it is desired, even in England, that those who have not the opportunity, or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of Rafaelle and other Great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the School Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature, by means of Models, Objects and Publications collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in Drawing, Painting, Modelling, etcetera.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although considerable in numbers before; many have repeated their visits again and again; and, I believe, the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

XX.—Reports of Local Superintendents of Common Schools.

I need do little more than repeat the remarks I made under this head in my last Report.

1. *Value of these Extracts.*—I refer to Appendix A for extracts from Reports of Local Superintendents of Schools in Townships, Cities, Towns and Incorporated Villages,—a most important and essential part of my Report,—as containing a practical exposition of the actual working of the School System in nearly five hundred Municipalities in Upper Canada. The Local Superintendents, in many Townships, and in several Villages, Towns, Cities, and even Counties, have made no remarks in transmitting their statistical Reports. It may, however, be fairly assumed that what is stated in the

Extracts given, is applicable to all the Municipalities. The value attached to the Local Reports, in the oldest and most advanced of the neighbouring States, may be inferred from the fact that more than one-half of the Annual School Reports of the States of Massachusetts and New York consist of extracts from Local Reports.

2. These Extracts show the inner life and practical working of the School System. These Extracts from Local Reports, which I have given impartially, as is clear from the diversity of sentiment in them, contain the language and sentiments of Persons appointed and paid by the local and elected and Municipal Corporations. They state, from personal observation and experience, the working of the School System, its obstacles and defects, and the views and feelings which, more or less, prevail among the People in the various Sections of the Province. These Extracts also exhibit the inner and practical life of the People in several respects, especially in new Settlements, as well as that of the School System; the various hindrances to its operations, from newness of Settlements and poverty in some instances, from ignorance and indifference in others; the noble way in which People exert themselves, generally, to educate their Children. The different working and results of the same School System, and of the same measure in the different Townships, Cities, Towns and Villages, show how far the obstacles to its progress arise from any defects in the System itself, or from the disposition, intelligence, or circumstances, of the People, and of their elected Trustees. These Extracts further illustrate the local voluntary character of the School System which, like the Municipal System, is a power and agency given to the People to manage their own affairs in their own way, doing, or spending, much, or little for the education of their Children, as they please, while the Education Department is an aid to prompt and facilitate their exertions, and a social help to those who endeavour to help themselves in the great work which lies at the foundation of the Country's freedom and progress.

3. In addition to the foregoing considerations, these Extracts from Local Reports present several other important facts connected with the operation of the School System.

First.—Importance and Office of County Boards.—Progress.—Third Class Certificates should be limited, and only given in extreme cases. They exhibit a very gratifying improvement in the mode in which County Boards of Public Instruction conduct the examination of Teachers and give them Certificates of Qualification. It is essential to the elevation of both the Teachers and the Schools that there should be the highest possible standard of the qualification of Teachers, and that depends on the County and Circuit Boards of Public Instruction. If they are lax in their examination of Teachers in the subjects of the official Programme, and give Certificates of Qualification to Teachers who pass any sort of examination, they send forth into their respective Counties, with their endorsement, Teachers unfit to take charge of their Schools, unable to teach many of the more advanced Pupils in the recognized subjects of a Common School Education; they thus wrong individuals, who are taxed for the support of the Schools, degrade the office of Teacher, and bring a really unqualified Teacher into competition with one well qualified, to his injury and to the great injury of the Schools themselves. If, on the contrary, County, or Circuit, Boards are thorough in their examinations, and will give a Certificate of Qualification to no Teacher who does not come up fully to the prescribed standard, and will not give a Third-class Certificate to any Teacher, except from one Board Meeting to another, and only for one School, and that only on the application of the Trustees of such Section, satisfying the Board of their inability to employ a Teacher of higher qualifications,—if the County and Circuit Boards will thus act intelligently and patriotically for their respective Sections of the County, the office of Teacher will become more and more elevated, its ranks will be pruned of incompetent and unworthy Members, and the efficiency of the Schools will be proportionately promoted. No programme of Examination, however high, can elevate the character and qualifications of Teachers without the intelligent and cordial agency of the County and Circuit Boards of Public Instruction as Examiners. They are the prac-

tical Guardians of the Schools so far as the character and qualifications of Teachers are concerned. It is a maxim founded on experience that the "Teacher makes the School. and it is the County and Circuit Board that (legally) "make the Teacher." I earnestly hope the County Boards will advance in the noble cause which so many of them seem to have pursued during the last year, and the Schools will soon be freed from the nuisance of an incompetent Teacher, who often obtains a Second, or Third, Class Certificate through the laxity of some County, or Circuit, Board, and then goes from one School Section to another endeavouring to supplant some really competent and efficient Teacher, by offering to teach at a lower salary; and when such supplanter meets with Trustees as mean as himself, a really worthy Teacher is removed to make way for an unworthy one, to the great wrong of the more advanced Pupils and their Parents, and to the great injury of the School. Such a Teacher is unreasonably dear at the lowest price; and if any Corporation of Trustees can yet be found to sacrifice the interests of the Children committed to their Trusteeship by employing such a Teacher, it is to be hoped that no County, or Circuit, Board of Public Instruction will put it in their power to do so by again licensing such a person at all as a Teacher.

Second.—Evils of Rate-bills.—It is not possible for any person to read these Extracts from Local Reports without being impressed with the serious loss to the School, and many Children of any Section, by the continuance, or re-establishment, of a Rate-bill School. Whatever may be the Reader's view on the abstract question of Free and Rate-bill Schools, the perusal of these Extracts from local Reports must convince him that the Free School has immensely the advantage of the Rate-bill School; that whatever other means may be employed to secure the education of all the youth of the land, the Free School is the absolutely essential means to accomplish that all-important object.

Third—Evils of employing cheap Teachers.—These Extracts illustrate the evil of employing what are miscalled cheap Teachers. . . . One Teacher at a salary of from five to eight hundred dollars is often cheaper than another at half that salary, by teaching Children how to learn, as well as what to learn; by aiding them to form proper habits, as well as to make rapid progress. Yet, many Trustees are so deluded by a narrow minded selfishness that they act differently in the employment of Teachers from what they do in the employment of Clerks, or even Labourers,—they sell the priceless time and habits of Children,—not to say their principles and the social interest of their neighbourhood—for the sake of a few dollars in the Salary of the Teacher.

Fourth.—Evils of changing Teachers.—These Extracts from Local Reports illustrate also the evil of frequently changing Teachers. It is true that an incompetent Teacher, or a Teacher of bad manners, or bad morals, (if there be any such,) should be changed as soon as possible, and as soon as possible removed from the ranks of Teachers; but a faithful and efficient Teacher should be retained as a rare and valuable treasure. No College, or private School, would be considered worthy of confidence that changed its instructors once, or twice, a year; nor can any Common School prosper or be efficient under such a System.

Fifth.—Prizes to Pupils in the Schools.—I refer likewise to these Extracts from Local Superintendents' Reports, for illustrations of the System of School Libraries and Prizes. In some instances but little benefit appears to be derived from the Libraries, while, in the great majority of cases, the most salutary influence is exerted by them. In but one, or two, instances is objection expressed as to the distribution of Prize Books, as a reward of merit to Pupils in the Schools, and, in but four instances, is doubt expressed as to the beneficial influence of it. In these exceptional cases, the evil, if any, has doubtless arisen from an exceptional mode of distributing the Prizes. But, where the examination for the Prizes for proficiency are so conducted as to give

no room for the suspicion of favoritism, and where the record is so kept, and so adjudged, in regard to Prizes for punctuality and good conduct, as to be equally above any reasonable suspicion of unfairness, the distribution of Prizes, as rewards to Pupils for proficiency and good conduct, must exert the most beneficial influence; and this, with the exceptions referred to, is the all but unanimous testimony of the Local Reports, as it is the universal experience of the Colleges and best Schools in both Europe and the United States. It is the order of Providence, in everyday life, that while the slothful hand hath nothing, the diligent hand maketh rich; and merit and attainments are the professed grounds of all Prizes and Rewards and distinctions which are bestowed in civil and political life. For any person, therefore, to object to encourage diligence and good conduct in Schools, by the distribution of Prizes, (and these Prizes consisting of good Books, obtained at half price), as the rewards of successful diligence and good conduct, is to object to the principle of Holy Scripture, and the rule of Providence, as well as the universal practice of civilized mankind in all other matters of common life. The distribution of Prize Books in the Schools is the means of diffusing a great deal of useful and entertaining knowledge among the young, while it exerts a powerful and wide-spread influence in favor of diligence and good conduct among the Pupils of the Schools. In some Schools this influence may be more limited than others; but it will always be more, or less, felt for good, where the System is properly administered. There are, indeed, many murmurers and envious Persons against the wisdom and even equity of the distribution of Divine Providence; and it would be surprising, indeed, if there were not some who would be dissatisfied and envious at the distribution of rewards and distinctions among the Pupils of the Schools; but this is no more an argument against the system of rewards and distinctions in the schools, than in the Divine and human government of mankind.

Sixth.—Religious Character of the School System.—Furthermore, two of these local Reports may be referred to as illustrating the Religious aspect of the Common School system. By the extracts generally, it will be seen that Religious Exercises obtain in a majority of the Schools, and some Religious Instruction is given in many of them. In the City of Hamilton, the Clergymen of the different Religious Persuasions have, for several years, given Religious Instructions to the Pupils of their respective Congregations every Friday afternoon, from three to four o'clock, and with the most beneficial results. Last year two of the Clergymen of the Church of England, in the City of Toronto, have pursued the same course, in connection with two of the City Schools. What is thus done by Clergymen in the Cities, Towns, Villages, and I may add, Townships, of Upper Canada, and in connection with all the Schools,—thus illustrating the harmony of the School System with the Religious Denominations of the Country, and the Religious interests of the Pupils of the Schools, so far as their Parents and Pastors desire to promote those interests in connection with the Schools.

XXI. Report of the Inspector of Grammar Schools.

In [this Volume] will be found the Report of the Reverend G. P. Young, A.M., the Inspector of Grammar Schools. Mr. Young's Report furnishes a practical illustration of the great benefit of his inspection of the Grammar Schools, and of the salutary change and improvement which the amended Grammar Schools Act, in connection with such inspection, is calculated to effect in the character and operations of the Schools. It is to be hoped that this Report will be carefully read by every Grammar and Common School Trustee and Teacher throughout Upper Canada. I think every one who reads it must be impressed with the following facts:—

1. That the union of the Common and Grammar Schools is, as a general rule, an evil to both. The provisions of the Law permitting the union of Grammar and Common Schools arose from the absence of any other means to provide for the support of Grammar Schools. That reason no longer exists, at least to the extent that it has done

in past years, as the Grammar School Amendment Act of 1865 requires that a sum equal, at least, to one-half the Grammar School Apportionment shall be provided from **local sources,** (besides proper School House Accommodation), for the Salaries of Teachers. Sufficient time has not elapsed to develop the results of these provisions of the Law. But it is easy to see, from the Inspector's Report, that the efficiency of both the Grammar and Common School is greatly impaired by the union of the two. I hope the facts and remarks of this Document will impress local Boards of Trustees and Municipal Councils with the great advantage of having the Grammar and Common Schools under different Masterships and otherwise separate,—whether under the management of the same Board or not—each exclusively pursuing its respective and appropriate work.

2. Another fact which the Inspector's Report brings to light is the defective manner in which the elementary Grammar of our own English language is taught in the Common Schools of even some of our Cities and Towns. I trust that the statement thus made will draw attention to this branch of Common School instruction throughout the Province.

3. The perusal of the Report must also impress Trustees and Parents with the unadvisableness,—to say the least,—of having large Boys and Girls massed together in the same day School, a subject which merits the most serious consideration of the Parents concerned, and is ably discussed by the Inspector.

The evil of pressing Girls to learn a little Latin, in order to make up the average number of ten Latin Pupils in the School, is a temporary evil, and will soon cure itself. But the circumstances connected with this fact, as here stated by Mr. Young, show how largely the Grammar Schools have been perverted to Common School purposes, and what benefits will arise in the improved efficiency of both the Grammar and Common Schools from the entrance examination by the Inspector, which is required for admission to the Grammar Schools, and the thorough manner in which this Officer discharges the onerous duties imposed upon him.

XXII. Military Drill in the Schools.*

What I said in my last Report on this subject may be repeated this year with renewed emphasis.

It is a well-known maxim, that "To be prepared for war is one of the most effectual means of preserving peace." The events of the last four years have drawn the attention of the Legislature and of the whole country to this important subject. Military Exercises to some extent have formed a part of the Gymnastic instruction in the Normal and Model Schools; but, during the last two years, a Military Association has been formed among the Teachers-in-Training in the Normal School, and the Government has furnished them with the requisite Arms, on application, through Brigade Major Denison, who has visited, inspected and encouraged them with his usual skill and energy. The Board of Common School Trustees in the City of Toronto, (as may be seen by referring to the Report of their Local Superintendent,) have, with praiseworthy intelligence and public spirit, introduced a regular system of Military Drill among the senior male Pupils of their Schools. The Board of Trustees in Port Hope have done the same. The extracts from the Report of the Board of Trustees of the City of London, C. W., show the admirable measures adopted for introducing Military Drill among the Pupils of their Central School, and the great success of it. The system of Military Drill can be introduced into the Schools of all the Cities, Towns, and Villages in Upper Canada, and perhaps in some of the larger Rural Schools; and the military training of Teachers in the Normal School, together with the large number of Persons who are being taught and certificated in the Government Military Schools, afford great facilities for making

*As to the value of Military Drill in the Schools as an aid to School discipline, see pages 93, 118, 236 of the Eighteenth Volume of the Documentary History.

Military Drill a part of the instruction given in the Grammar and Common Schools referred to.

In the neighbouring States this subject is engaging the anxious attention of the Government and Legislature; the Military Drill is likely to become a part of the System of Education in all of the Public Schools of their Cities and Towns. The Legislature of Massachusetts, at its last Session, passed a Resolution directing the State Board of Education "to take into consideration the subject of introducing an organization of Scholars, about the age of twelve years, for the purpose of Military Drill and discipline." The Board appointed a Committee, (of which the Governor of the State was Chairman), to investigate the subject, and to enquire into the result of an experiment which has been tried for two, or three, years in one of the Towns of the State—the Town of Brookline. The result of the enquiry is thus stated:—

"The Boys in the older Class can already be selected from their playmates by the improvement of their forms. Habits of prompt, instant and unconditional obedience are also more successfully inculcated by this system of instruction than by any other with which we are acquainted. A perfect knowledge of the duties of a Soldier can be taught to the Boys during the time of their attendance at the Schools, thus obviating the necessity of this acquisition after the time of the Pupil has become more valuable. A proper system of Military instruction in the Schools of our Commonwealth would furnish us with the most perfect Militia in the World; and we have little doubt that the good sense of the people will soon arrange such a system in all the Schools of the State."

The Committee adds the following remarks, which are applicable to Upper Canada as they are to Massachusetts:—

"The Public Schools are maintained at the public expense, in order to prepare youth for the duties of Citizenship. One of these duties is to aid the defence of the Government whenever and however assailed. Surely, then, there is no incongruity, no want of reason in introducing into the Schools such studies and modes of discipline as shall prepare them for the discharge of this, equally with other duties which the Citizen owes to the State.

"But this can be done without detriment to progress in other branches? Can it be done without loss of time? The Committee is satisfied that it can, and that thereby a large amount of practical knowledge and discipline in military affairs may be attained; and at the same time a very great saving of time and labour be effected which, under a system of adult training, would be withdrawn from the productive industry of the Country."

E. A. Meredith, LL.D., Assistant Secretary of the Province, read before the Literary and Historical Society of Quebec, in April, 1864, and has published in pamphlet form, an instructive and suggestive Paper on "Short School Time, and Military, or Naval, Drill, in connection with an efficient Militia System." This Paper embodies much curious and useful information, and many facts as to the success and effort of fewer School hours each day than those usually occupied in the Schools.

XXIII. Concluding General Remarks.

I need not repeat the observations with which I concluded my last Report on School Discipline, Free Schools, and Compulsory Attendance of Vagrant and Neglected Children at School, together with the legal provisions of some Countries on the subject. I concluded that Report with observing, that,—

"Several provisions of the School Law were preparatory to a more natural state of things. From the experience of the past, the advance of society and the improved Municipal organization of the Country, I think the School Law may, in several respects,

be simplified, and that the great principle of it, while inviolably maintained, may be more comprehensively and simply applied. But I purpose, and hope to be able, in the course of a few months, to make an official Tour of Upper Canada, and to confer at County Meetings and otherwise with Persons of all classes who have practical experience of the School System in each County, on the various questions relating to its working and possible improvement, when I shall be prepared to submit the results of that Conference with the People to the consideration of the Government and Legislature during its Session for 1866."

During the months of January, February and March of 1866, I made my fourth official Tour of Upper Canada, holding a Public School Convention in each County, and conferring on the various questions relating to the working, and possible improvement, of the School Law, as above indicated. It was exceedingly gratifying to witness the deep interest everywhere evinced for the advancement of universal education in the Country, the strong attachment to the School System, and the jealousy with which any proposition to interfere with it in the slightest degree was viewed. The result of these free and numerous consultations, I embodied in a short Draft of Bill, which I submitted for the consideration of Government, with an explanatory Memorandum. In view of the near approach of the Confederation of the British North American Provinces, and transfer of all matters relating to Education in Upper Canada to an Upper Canadian Legislature, it has been thought advisable to submit the further considertion of our School Law to a purely Upper Canadian Legislature, especially as there is no pressing necessity for immediate legislation on the subject. In the meantime I hope to be able to make another and final examination of the School System of other educating Countries, in order to improve the efficiency of our own School in every possible way.

TORONTO July, 1866. EGERTON RYERSON.

EDUCATIONAL DEPOSITORY TRANSACTIONS OF 1865.

Value of Stock on hand 1st January, 1865, at selling prices	$59,242 87	
Paid for Importations and Purchases in Toronto, from 1st January to the 31st of December, 1865	21,994 69	
		$81,237 56
Value of Stock sent out, (at selling price), during 1865		26,486 29
Value of Stock to be accounted for		$54,751 27
Stock in Depository at selling prices	$55,368 36	
Value of Stock in Depository	54,751 27	
Actual profit on year's business, after paying all expenses		$617 09

Balance Sheet of the Education Department for the Year ending 31st December, 1865.

Names of the different Accounts.	Receipts.					Expenditure.				
	Balance on hand 1st January, 1865.	Receipts during the year.	Letters of Credit from the Finance Department.	Overexpended 31st January, 1865.	Total Receipts.	Overexpended 1st January, 1865.	Cheques issued during the year.	Deposited to the credit of the Receiver-General.	Balance on hand 31st December, 1865.	Total Expenditure.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1. Common Schools	124 87	111 06	156,827 13	....	157,063 00	....	156,638 00	111 00	914 00	157,063 00
2. Separate Schools	....	....	9,704 00	....	9,704 00	230 06	9,365 50	105 51	2 93	9,704 00
3. Poor Schools	736 93	....	500 00	9 00	1,245 93	....	649 00	596 93	....	1,245 93
4. Normal and Model Schools	1,717 51	3,670 50	12,634 67	405 72	18,428 40	....	14,757 90	3,670 50	....	18,428 40
5. Libraries, Maps and Apparatus	....	15,164 71	23,668 36	2,536 89	41,369 96	4,210 59	21,994 66	15,164 71	....	41,369 96
6. Superannuated Teachers	484 23	332 08	5,400 00	....	6,216 31	....	4,078 78	2,065 76	71 77	6,216 31
7. Library and Museum	1,543 06	5 00	500 00	....	2,048 46	....	1,828 41	199 28	20 37	2,448 06
8. Journal of Education	1,290 00	37 77	1,000 00	....	2,327 77	....	1,634 68	533 68	110 01	2,327 77
9. Grammar School Inspection	935 00	....	2,000 00	166 66	3,101 66	....	2,716 66	385 00	....	3,101 66
10. Grammar Schools	2,396 00	....	55,527 00	....	57,923 00	....	53,205 00	2,005 00	2,713 00	57,923 00
	9,227 60	19,321 06	267,761 16	3,118 27	299,428 69	4,440 65	266,318 59	24,836 77	3,832 58	299,428 69

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA FOR THE YEAR 1866.

To His Excellency the Right Honourable Vicount Monck, Governor General of Canada.

May it Please Your Excellency:

In presenting my Report on the condition of the Normal, Model, Grammar, and Common Schools of Upper Canada, for the year 1866, I am happy to be able to remark, that there has been a large increase on any preceding year, in both the receipts and expenditures of school moneys, the attendance of pupils, and the time of keeping open the schools.

I. Table A.—Receipts and Expenditures of Common School Moneys.

Receipts.

1. The amount received and apportioned to the Common Schools from the Legislative Grant for the salaries of Teachers in 1866, was $169,490—increase, $3,518.

2. The amount apportioned and paid from the Legislative Grant for the purchase of Maps, Apparatus, Prize-books, and Libraries, was $14,016—increase, $3,974.

3. The Legislative Grant is apportioned and paid to each Municipality, upon the condition that such Municipality provide, at least, an equal sum by local assessment; but such Municipality is empowered to provide as large an additional sum as it may think proper, for the education of the youth within its jurisdiction. The amount provided by Municipal assessment was $319,154—increase, $11,061; and by voluntary act, in excess of the Legislative Grant, $149,664.

4. *Trustees' Rates on Property.*—Each Township is divided, by the Municipal Council, into School Sections of from two to four miles square each. Three Trustees are elected by the Ratepayers of each School Section.

The Trustees hold office for three years—one going out of office, and his successor elected annually. The Trustees of each School Section have the same discretionary powers as each Township or County Council, to provide, by rate on property, for School purposes. The amount thus provided by Trustees, by rate on property, for 1866, was the large sum of $760,366 (in addition to the Municipal assessment of $319,154)—increase, $49,169. The increase of the preceding year, under the same head, was, $51,816. The increase of the two years under this head was, therefore, $100,985.

5. *Trustees' Rate-bills on Pupils.*—Whether a School shall be wholly supported by rate on property, and therefore *free* to residents from 5 to 21 years of age without *fee* from any pupil, or whether the School shall be partly supported by fees or Rate-bills, is determined by the Rate-payers at the annual Meeting, or at a special Meeting called for that purpose.

In Cities, Towns, and incorporated Villages, the elected Board of Trustees determines whether the Schools shall be free or not. In no case can a Rate-bill be imposed exceeding twenty-five cents per month for each pupil, and may be as much less as the Rate-payers or Boards of Trustees decide.

The amount of Rate-bills collected from pupils in 1866, was, $53,482—being a decrease of $7,214—showing an increase of the Free School system.

6. The amount received from the Clergy Reserve or Municipalities Fund and other sources, was $102,329—increase, $12,208. This Clergy Reserve Fund is at the discretionary disposal of the Municipalities; and many of them have nobly applied it to School purposes.

7. The amount available for balances of 1865 (moneys not paid at the end of the year), $189,121—decrease, $9,748.

8. Total amount of moneys provided for Common School purposes for 1866, was, $1,607,971—being an increase of $62,970—the largest increase, by $2,157, of any one year since the establishment of the School System.

Expenditures during the year 1865:—

1. For salaries of Teachers, $1,066,880—being an increase of $25,827.
2. For Maps, Apparatus, Prizes and Libraries, $29,752—increase, $7,181.
3. For Sites and Building School-houses, $111,371—decrease, $16,300.
4. For rents and repairs of School-houses, $41.789—increase, $254.
5. For School-books, Stationery, and other expenses, $137,439—increase, $14,390.
6. Total expenditures for all Common School purposes, $1,387,233—increase, $31.353.
7. Balance of School moneys not expended at the end of the year, $220,738—increase, $31,616.

II. Table B.—School Population, Pupils Attending Common Schools, Different Branches of Instruction.

An old Statute still requires the returns of School population to include children between the ages of 5 and 16 years; but the School law confers the equal right of attending the Schools upon all persons between 5 and 21 years of age.

1. *School Population* (including only children between the ages of 5 and 16), was, 431,812—increase, 5,055.

2. The number of pupils between 5 and 16 years of age attending the Schools was, 369,768—increase, 8,151.

The number of pupils of other ages was 21,127—decrease, 908. The whole number attending the Schools was, 390,895—increase, 7,243.

3. The number of Boys attending the Schools, 208,589—increase, 4,269. The number of Girls attending the School was, 182,306—increase, 2,974. The number of indigent pupils reported, was, 3,932—decrease, 477.

4. The Table is referred to for the reported periods of attendance of pupils, and the number in each of the several branches taught in the Schools—showing a gratifying increase in most of the higher branches.

5. The number of children reported as not attending any School whatever, was, 40,336—a decrease of 1.805; yet a matter of deep regret and solicitude to every friend of the country, and which demands increased exertion on the part of every Christian patriot.

III. Table C.—Religious Denominations, Certificates, Annual Salaries of Teachers.

1. Number of Teachers, Male and Female.—In the 4,379 Schools reported, there were 4,789 Teachers employed,—increase, 68; of whom 2,925 were male Teachers,—increase, 5; and 1,864 were female Teachers,—increase. 73. This indicates a general increase in absolute and relative number of female Teachers of Common Schools—a progression in the right direction, as I entirely agree in the general opinion of Educationists that female Teachers are best adapted to teach small children, having, as a general rule, most heart, most tender feelings, most assiduity, and, in the order of Providence, the qualities best adapted for the care, instruction and government of infancy and childhood. About eighth-tenths of the Teachers employed in the Common Schools of the neighbouring States are female Teachers; and many Superintendents there argue in favour of employing female Teachers altogether in the Common Schools, and even in higher Public Schools. In England, the relative proportion of female to male Teachers is rapidly increasing. But care should be taken that the female Teachers employed should be,

at least, as well qualified as corresponding male Teachers. Then, with equal service rendered, equal remuneration would be equitable.

2. *Religious Persuasions of Teachers.*—But little change is observable in the relative proportion of the several religious persuasions of Teachers. The Teachers are reported to be of the following religious persuasions: Church of England, 844—increase, 16; Church of Rome, 529—decrease, 5; Presbyterians, 1,486—increase, 70: Methodists, 1,339—increase, 31; Baptists, 272—increase, 1; Congregationalists, 87—increase, 10; Lutheran, 17—decrease, 2; Quakers, 18—decrease, 7; Christians and Disciples, 49—increase, 5; reported as Protestants, 81—decrease, 9; Unitarians, 1—decrease, 3; other persuasions, 37—decrease, 3; not reported, 29—decrease, 36.

3. *Certificates.*—Total number holding Certificates, 4,662—increase, 87; Normal School Teachers, 1st class, 242—increase, 29; 2nd class, 375—increase, 24; Teachers holding County Board Certificates, 1st class, 1,638—increase, 155; 2nd class, 1,987—decrease, 53; 3rd class, 420—decrease, 68. It is hoped that this third class of Certificates will soon disappear, or the standard be raised to be equal to the present second class Certificates. Certificates not classified, 125—decrease, 20; Certificates annulled, 22—increase, 8; number who have attended the Normal School without obtaining Certificates, 98—increase, 10.

4. Number of Schools in which the Teachers were changed during the year, 769—decrease, 17. There was an increase of 97 in the number of Teachers changed in 1865; but a decrease of 17 in 1866—an improvement.

5. The number of Schools having more than one Teacher was 208—decrease, 40.

6. *Annual Salaries of Teachers.*—The highest salary paid a Teacher in a County was $600; the lowest $93. The highest salary in a City, $1,350; the lowest, $100. The highest in a Town, $800; the lowest, $162. The highest in an incorporated Village, $900; the lowest, $260. The average salaries of male Teachers in Counties, without board, was $253; of female Teachers, $189. In Cities, of male Teachers, $529; of female Teachers, $247. In Towns, of male Teachers, $460; of female Teachers, $241. In incorporated Villages, of male Teachers, $409; of female Teachers, $192. In some instances, a slight advance on the average of the preceding year, of $8 for male and $3 for female Teachers.

IV. TABLE D.—SCHOOL SECTIONS, SCHOOLS, SCHOOL-HOUSES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS, SCHOOL PRIZES AND MERIT CARDS.

1. The whole number of School Sections reported for 1866 was 4,457—increase, 72. The whole number of Schools reported was 4,379—increase, 76. Number of Schools closed or not reported, 78—decrease, 4.

2. The number of free Schools reported was 3,741—increase, 146. The number of Schools partly free, or with a Rate-bill of 25 cents per month, or less, was 638—decrease, 70. Whether the School shall be entirely free, or partly supported by a Rate-bill of not more than 25 cents per month, or less, is left to the annual decision of the Rate-payers at their annual meeting in each School Section. In Cities, Towns, and incorporated Villages, the decision is with the Boards of Trustees, and with the Rate-payers in the election of such Boards. Thus, out of 4,379 Schools reported, all except 638 are entirely free—wholly supported by rate on property, with no Rate-bills, or fees, required of pupils. Such is the result, not of any Act of Parliament, but of the discussions, trials, experience and voluntary action of the Rate-payers in the several School divisions. Every person, having children between the ages of 5 and 21 years has a right to send his children to School, as long as their conduct accords with the School regulations; and every person having property is required to contribute to the support of the School according to the

assessed value of his property, protected and improved in the country, whether he has children or sends children to the School, or not. Education of the youth of the land being a public good, and ignorance a public evil, the property of the country is made liable for the education of the youth of the country, and the taxes for this purpose are much less than those required to defray the expenses incurred by prisons, etcetera, in order to punish crimes which result from ignorance and its attendant vices, besides the loss and other evils inflicted upon the community by the creation and conduct of every vicious person.

3. *School-houses.*—The whole number of School-houses reported was 4,399—increase, 60; of which 642 are Brick—increase, 48; Stone, 372—increase, 15; Frame, 1,751—increase, 32; Log, 1,604—decrease, 41; not reported, 30—increase, 6. The whole number of School-houses built during the year was 101; of which 34 were Brick, 7 Stone, 41 Frame and 19 Log. Estimated value of School-houses and Premises, $2,097,922.

4. *School Visits.*—By Local Superintendents, 10,783—increase, 413, and considerably more than an average of two visits to each School; by Clergymen, 7,445—decrease, 185; by Municipal Councillors, 1,830—increase, 94; by Magistrates, 2,350—decrease, 216; by Judges and Members of Parliament, 440—increase, 32; by Trustees, 19,056—decrease, 348; by other persons, 33,540—increase, 1,570. Total number of visits to the Schools, 75,444—increase, 1,360.

5. *Public School Examinations.*—Their number was 7,728—increase, 19; an average of less than two for each School, though the law directs that there should be quarterly Examinations in each School, of which the Teacher should give notice to the Trustees, Parents and Pupils, and to the School Visitors resident in the School Section.

6. *School Lectures.*—The number of School Lectures delivered by Local Superintendents reported was 3,017—increase, 130; by other persons, 340—decrease, 48. The whole number of Lectures delivered was 3,357—increase, 82; not quite one for each School, though the law directs that each Local Superintendent should deliver at least one Lecture during the year in each School Section under his charge. There is a gratifying increase of 130 Lectures delivered by Local Superintendents; but the whole number of Lectures delivered by them is less than three-fourths the number of Schools.

7. *Recitations.*—The number of Schools in which public recitations of prose and poetry by the pupils are practised were 2,047—increase, 166, a gratifying increase. This is a very useful exercise; it promotes the habit of accurate learning by heart, improvement in reading and speaking, and is an agreeable and often an amusing diversion. It ought to be practised in every School.

8. *Time of Keeping the Schools open.*—The legal Holidays and Vacations include only about one month of the year—certainly too small a portion—less than what nearly every person in most pursuits of life takes for purposes of recreation, travelling and visiting. A longer vacation during hay and wheat harvest is often demanded, and would, I think, be a convenience to the greater part of the country and no detriment to the Schools, as the attendance at School during that period is generally small and irregular. The average time of keeping open the Schools, including Holidays and Vacations, was eleven months and four days—decrease, four days. The actual average time of teaching, or keeping open the Schools was, therefore, ten months—nearly three months longer than the reported average time of keeping open the Schools in the States of Massachusetts and New York.

9. *School Prizes and Merit Cards.*—The number of Schools in which Prize Books, etcetera, are reported as having been given for the reward and encouragement of meritorious pupils is 1,541—showing the large and gratifying increase of 220 Schools, in which this stimulus to good conduct and diligence is employed by the intelligence and

enterprise of Trustees and Teachers. On this subject I need but repeat my remarks of last year:—The importance of this comparatively new feature of the School System can hardly be over-estimated. A comprehensive Catalogue of carefully-selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools. A series of Merit Cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge—half the cost—and these Merit Cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of Cards is for punctuality; another for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three or four Prizes under each of these heads; and the pupil, or pupils, who get the largest number of Merit Cards under each head, will, at the end of the quarter or half year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of a pupil's conduct, and during every day of his School career. If he cannot learn as fast as another pupil, he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful book, for punctuality, diligence, good conduct, or perfect recitations, or exercises, must be a just ground of satisfaction, not only to the pupil, but also to his, or her, parents and friends. There are two peculiarities of this system of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term or half year, or year, but on the daily conduct and diligence of each pupil during the whole period, and that irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalship at a single examination is avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day School life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each Card are all taken from the sacred volume, and the illustrations on each Card consist of a portrait of a character illustrative of the principal of the motto, and as worthy of imitation. The Prize-book system, and especially in connection with that of Merit Cards, has a most salutary influence upon the School discipline, upon both Teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

V. Table E.—Text-books, Maps, Apparatus used in the Schools.

1. *General Remarks.*—The question of uniformity of Text-books is now so settled by the common consent in this country, that I need not adduce the arguments and authorities of Educationists in other countries, as I have done in my last and previous Annual Reports, to evince the importance of but one series of Text-books for our Public Schools, and to show the losses and evils arising from admitting a diversity of Text-books in the Schools.

I may, however, remark, that as some complaints were made in regard to the National Series of Readers being "behind the times," and as a very strong and general desire has been expressed, to have an improved and strictly Canadian series of Text-books for the Schools, the Council of Public Instruction took steps last year to accomplish this important object; and I have every reason to believe that it will be satisfactorily completed, before the close of the current year. I trust we shall be able to commence the year 1868 with a new and uniform series of Canadian Readers, and such a revision and improvement of the whole authorized series of Text-books as will meet the wants of the Schools, and satisfy the expectations of the public, in this Province of our New Dominion. But I think one year should be allowed to use up the old and universally adopted series, which have rendered such invaluable service to our Schools, before the use of the new series be rendered imperative.

We have thus far succeeded beyond any country, or state, with which I am acquainted, in America or Europe, in establishing what the educationists of all countries consider to be of the utmost importance—uniformity of Text-books in the Public Schools; and it now remains for us to render them as perfect in matter and method, as good in quality and as moderate in price, as possible.

2. *Readers.*—Of the 4,379 Schools reported, only 54 are reported in which the National Readers are not used. The Readers used in 90 Schools are not reported; and the Irish National Readers are reported as used in 4,235 Schools. I trust the new series of Canadian Readers, in course of preparation and publication, will possess all the excellences of the old series, without their defects, and with such modifications and additions as the progress of the Schools and the state of the country require.

3. *Spelling Books.*—There still lingers in 65 Schools the use of Mavor's Spelling Book, and in 285 Schools the use of the Canada Spelling Book—decrease, 82; and the use of various Spelling Books in 302 Schools—decrease, 90 Schools; while Sullivan's (national) Spelling Book Superseded was used in 3,268—increase, 169 Schools. This Spelling-book is as much superior to any of the other Spelling-books used as the number of Schools in which it is used is greater. But it is proposed by the Text-book Committee of the Council of Public Instruction to prepare, as a companion to the new series of Readers, a Spelling-book containing the more difficult words in those Readers, and embracing the excellencies of Sullivan's Spelling Book Superseded and Vasey's.

4. *Arithmetics.*—Various Arithmetics were used in 33 Schools—decrease, 16; the Irish National Arithmetics were still used in 624 Schools—decrease, 182. Sangster's Arithmetics, based on the Irish National, but improved and adapted to Canadian currency, statistics, and commerce, were used in 3,552 Schools—increase, 115.

5. *Grammars.*—Sullivan's or National Grammar was used in 420 Schools—decrease, 99; Kirkham's in 213 Schools—decrease, 47; Lennie's in 2,654 Schools—decrease, 15; Bullion's and other Grammars in 865 Schools—increase, 114. It is proposed that a Grammar be compiled under the direction of the Council of Public Instruction, possessing the excellences of the other Grammars in use, adapted to the Schools, and published upon the same principle as the Readers.

6. *Geographies.*—Since the withdrawal of permission of the Council of Public Instruction for the use of Morse's American Geography, its use has rapidly declined, and it is now nearly discontinued in the Schools, without inflicting any penalty authorized by law for using it. That and other authorized Geographies were only used last year in 194 Schools—decrease, 323. Sullivan's National Geography, sanctioned many years since, in the absence of any Canadian Geography, though very defective in respect to Canada, was used in 468 Schools—decrease, 218; while Lovell's Canadian Geography was used in 3,464 Schools—increase, 601; a striking illustration of the endorsement by the public of the recommendation of this excellent Geography by the Council of Public Instruction.

7. *Histories.*—History of England is reported as having been taught in 1,965 Schools—increase, 408 Schools; the History of Canada in 1,160 Schools—increase, 328 Schools; General History taught from the Irish National Readers, 585 Schools—decrease, 94; taught from various books, 40—decrease, 61. Carefully compiled Histories, national, ancient and modern, adapted to the Schools, are required.

8. *Book-keeping* was taught from the Irish National Books in 921 Schools—decrease 107; from other books, in 689 Schools—increase 60.

9. *Mensuration* was taught in 884 Schools—decrease, 31.

10. *Algebra.*—Colenso's Algebra was used in 772 Schools—decrease, 101; Sangster's Algebra, designed to supersede Colenso's, was used in 527 Schools—increase, 311; other Algebras in 279—decrease, 152.

11. *Geometry* was taught from the Irish National Series in 157 Schools—decrease, 92; Euclid, 1,157—increase, 53.

12. *Maps, Globes, Apparatus, etcetera.*—Whole numbers of Maps supplied by the Department to the Schools was 25,148—increase, 731. Whole number of Schools using Maps, 3,298—increase, 33. Whole number of Schools using Globes, 1,140—increase, 4. Whole number of Schools using Blackboards, 3,979—increase, 15. Whole number of Schools using sets of Apparatus, 396—increase, 112; using Tablet Lessons, 1,085—increase, 46; using Magic Lanterns, 57—decrease, 7; having School Museum of Natural History, 60—increase, 30.

13. *Schools opened and closed with Prayer, and in which the Bible is used.*—The number of Schools in which the Bible or Testament is reported to have been used was 2,992—decrease, 44; the number of Schools in which the daily exercises were opened and closed with Prayer was 2,952—increase, 63. No child can be compelled to be present at any religious reading, instruction or exercise, against the wish expressed in writing by his parents or guardians. The religious reading, instruction and exercises are, like religion itself, a voluntary matter with Trustees and Teachers of Schools. The Council of Public Instruction provides facilities and makes recommendations on the subject, but does not assume the authority of enforcing or compelling compliance with these provisions, or recommendations. In some of the Schools, the reading and Prayers are according to the Roman Catholic Church; but in the great majority of cases the exercises are Protestant. The fact that Religious exercises of some kind are practised in three-fourths of the Public Schools indicates the prevalent Religious principles and feeling of the country.

VI. Table F.—Roman Catholic Separate Schools.

1. *General Remarks.*—The Public Schools of this Province are non-denominational. Equal protection is secured to Roman Catholic with every other Religious persuasion. No child is permitted to be compelled to receive any Religious instruction, or attend any Religious exercise, or the reading of any Religious work, against the wish of his parents or guardians. Three hundred and twenty-two Roman Catholic Teachers are employed in the Public Schools (besides two hundred and seven in the Separate Schools); upwards of forty-five thousand Roman Catholic children, out of the sixty odd thousand Roman Catholic School-going children, are taught in the Public Schools. Yet, notwithstanding these facts, the Legislature has made provision for the establishment, under certain conditions, of both Roman Catholic and Protestant Separate Schools for those who desire them. In 1863 the Legislature of United Canada passed a Separate School Act, which was accepted by the authorities and representatives of the Roman Catholic Church as a final settlement of the question, as far as it related to Upper Canada; and that Act has been made, by the British Parliamentary Act of Confederation, the basis of settling the rights and relations of Protestants and Roman Catholics in Lower Canada, now the Province of Quebec.

2. The number of Roman Catholic Separate Schools reported for 1866 is 157—increase, 5.

3. *Receipts.*—The amount apportioned and paid from the Legislative Grant to Separate Schools, according to average attendance of pupils, as compared with that of the Public Schools in the same Municipalities, was $9,818—increase, $453. The amount apportioned and paid for the purchase of Maps, Apparatus, Prize-books and Libraries, upon the usual condition of an equal sum being provided from local sources, was $263—the same as the previous year. The amount provided by School-rates on the property of supporters of

Separate Schools was $25,108—increase, $1,320. The amount subscribed and paid by supporters of Separate Schools, and from fees and other sources, $9,847—decrease, $2,954. The whole amount provided from all sources for the support of Separate Schools was $45,039—decrease, $1,180.

4. *Expenditure.*—For the payment of Teachers, $32,745—decrease, $1,207; for the purchase of Maps, Prize Books, Apparatus and Libraries, $787—increase, $65; for other purposes, $11,506—decrease, $38.

5. *Pupils.*—The number of pupils reported as attending the Separate Schools was 18,575—increase, 474.

6. The average time of keeping open the Separate Schools, including legal Vacations and Holidays, was eleven months.

7. The whole number of Teachers employed in the Separate Schools was 207—increase, 7. Of these, 70 were males—decrease, 11; and 137 were females—increase, 18; 66 were of religious orders; 21 males—decrease, 1; and 45 females—increase, 1.

8. The same table shows the exercises and the subjects taught in the Separate Schools, and exhibits a large increase in the higher subjects of a Common School education, as also in the use of Maps, Blackboards, etcetera, used in the Schools. Vocal Music appears to be taught to the same proportion of pupils in the Separate Schools as in the Public Schools.

VII. Table G.—Receipts, Expenditures, and Pupils of Grammar Schools in 1866.

1. *General Remarks.*—This, 1866, is the first year of the operation of the Grammar School Improvement Act, passed in 1865. By the provisions of that Act, among other things, the distinctions between Senior and Junior Grammar Schools in Counties, and the apportionment to Counties according to population, and the special apportionment of $400 to each Senior, or County Town, Grammar School, were abolished; all Grammar Schools were placed upon the same footing, and the apportionment to each was to be made according to the average attendance of pupils in the prescribed Course of Studies, and upon the condition that at least a sum equal to half the sum apportioned from the Grammar School Fund should be raised from local sources for the payment of Teachers' salaries. The final Entrance Examination of pupils was to be conducted and decided upon by the Inspector of Grammar Schools. It may easily be conceived that while these provisions of the Law, and the Regulations required to give them effect, placed each Grammar School upon the just and right foundation of receiving public aid according to its work in the prescribed Courses of Study, they caused a great reduction in the apportionment to some Senior Grammar Schools, which had heretofore received $400 per annum irrespective of attendance of pupils, and which, in some instances, had received the whole, or nearly the whole, apportionment made to their County according to population, in which there were but one or two Grammar Schools, while in other cases the apportionment to Schools is largely increased. The operation of the law, just in principle, can only be judged by general results, although the changes it involves may at first be attended with individual cases of hardship. The great want of Grammar Schools has been means for their efficient support. More than one hundred Grammar Schools had been established in various Towns and Villages of the country, without means to support half that number; and the Counties, Towns and Villages where these Schools were established, and which were anxious to retain them, were unwilling to provide for their efficient support. Each County Council had authority to establish additional Grammar Schools within its jurisdiction, with the single restriction that the apportionment to such County was sufficient to allow $200 to such additional Grammar School, after paying a like sum to each Grammar School already established in the County. The result was that nearly every Village sought to get a Grammar School

established within its limits, not because there were a sufficient number of pupils requiring a classical education to support a Grammar School, but to add to its prestige and get $200 per annum without the obligation of providing a like sum; whereas the interests of sound education would have been much better consulted in many such cases if all parties had united in establishing and supporting a good Common School. But in this way many existing Grammar Schools were weakened and impoverished by having a large part of their slender means of support abstracted to make allowances to newly-established Grammar Schools in the same County.

With the view of providing additional aid for the better support of Grammar Schools, a further Parliamentary grant of $17,000 per annum was made in 1863; but the Grammar School Improvement Bill, intended to accompany this increase of the Fund, did not become an Act until the year 1865.

The Grammar School Improvement Act of 1865 has, however, prevented the increase of this evil by providing that no additional Grammar School shall be established in any County, unless it can be done without diminishing the apportionment to existing Grammar Schools, and unless there is a sufficient surplus to allow an apportionment of $300 per annum to such additional Grammar School, and unless a sum equal at least to half that sum be provided from local sources for the salaries of Teachers, exclusive of fees of pupils, and besides providing suitable Accommodation for such additional Grammar School.

The first year's operation of the Grammar School Improvement Act has resulted not only in an improvement in the thoroughness and daily life of the Grammar Schools, but in an increase of the essential means of their efficiency to the amount of $22,614.

2. The number of Grammar Schools reported was 104.

3. *The amount of Legislative Grant and Fund* for the salaries of Head Masters and Teachers was $51,816—decrease, $1,389. This small diminution in the amount paid was in consequence of the Municipalities and Authorities of several Schools not having complied with the requirements of the Law.

4. *The amount paid for the purchase of Maps, Apparatus, Prize Books and Libraries,* upon the usual condition of an equal sum being provided from local sources, was $1,145—increase, $87.

5. Amount provided by Municipalities, $33,908—increase, $18,945, evincing the practical and beneficial operation of the new Grammar School Act. Amount received from fees of pupils, $15,871—decrease, $2,671. Amount received from other sources, including the balance of the preceding year, $12,939. Total receipts for Grammar Schools, $123,268—increase, $22,614. An increase of more than one hundred per cent. on any previous year.

6. *Expenditures.*—For Head Masters' and Teachers' Salaries, $87,055—increase, $5,493. For Building, Rent and Repairs, $17,653—increase, $12,401. For Maps, Apparatus, Prize Books and Libraries, $2,750—increase, $520. For Fuel, Books and contingencies, $6,428—increase, $1,230. Total expenditure for Grammar School purposes, $113,887—increase, $19,647. Balance unexpended at the end of the year, $9,380—increase, $2,967.

7. *Pupils.*—Whole number of pupils attending the Schools during the year, 5,179—decrease, 575. Number of pupils whose Parents reside in the Cities, Towns, or Villages where the Grammar Schools are situated, 3,751—decrease, 477. Number of pupils whose Parents reside out of the City, Town, or Village, of the Grammar School, but within the County, 1,174—decrease, 55. Number of pupils whose Parents reside in other Counties than that of the Grammar School, 266—decrease, 31. Number of pupils admitted on examination by the Inspectors, 3,275—the first year of this regulation. Number of pupils in the subjects of the Classical Course, 4,619. Number enrolled for the non-classical

or English Course, 220—the first year of this Regulation. Number of new pupils admitted during the year, 1,989—decrease, 271. Number of Common School Boys admitted free by Scholarship, 163—increase, 39. Fourteen of these Scholarships were established by County Councils, seven by the City Council of Toronto, eight by the Town Council of St. Catharines, fourteen by Trustees, and four by a Head Master.

VIII. Table H.—Number of Pupils in the Various Branches of Instruction.

This Table shows both all the subjects taught in the Grammar Schools and the number of pupils in each. I refer to the Table for minute details in regard to each School.

IX. Table J.—Grammar School Masters—Miscellaneous Information.

This Table contains a return of the name, College, Degree, salary of each Head Master, and the date of his appointment; the number of Teachers employed in each School; the kind of School-house, title, value of School property; the number of Schools in which the Bible is read and Prayers daily offered; number of Schools united with Common Schools; number of months each School is kept open; number of Schools furnished with Maps, Globes, Blackboards, and complete sets of Apparatus; estimated value of Library Books, Apparatus and Furniture; number of Schools in which Gymnastics and Military Drill are practised; number of pupils in each School who have obtained Prizes at Examinations during the year, or who have matriculated at a University, and what University, and with what Honours, or who have been admitted into the Law Society.

X. Table K.—Meteorological Observations.

The Consolidated Grammar School Act provided that the Head Master of each Senior County Grammar School in Upper Canada should take certain observations in accordance with prescribed Instructions, and that the County Council should defray the cost of the necessary Instruments. Abstracts of the Observations were to be forwarded by the observer, monthly, to the Chief Superintendent of Education at Toronto. The Senior Schools, (*i.e.*, those situated in the County Town of each County), had, under a previous enactment, been especially privileged by a preference over the Junior Schools in the distribution of the Grammar School Fund. As the Law did not connect the increased grant with the performance of the duty of recording Observations, and as many of the County Councils neglected to make any appropriation for the purchase of Instruments, although, in all cases, half the cost was paid by the Department, the result ensued that several of the Senior Schools were never provided with the Apparatus, and many of those Stations for which the instruments were provided made the returns in a desultory and unsatisfactory manner, which rendered the publication of a connected series impossible. There were, however, Observers to whom this remark does not apply, and who continued to send valuable Abstracts, which were preserved in the Education Office.

In 1865 the Grammar School Improvement Act, for the passage of which efforts had been annually made, was at length passed, and contained the following section:—

"11. Each of the Grammar Schools Meteorological Stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School Fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed, and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the form and regulations provided by the Department of Public Instruction; but the number and locality of such Meteorological Stations shall be designated by the Council of Public Instruction, with the approval of the Governor-in-Council."

Under this provision His Excellency the Governor-in-Council, on the recommendation of the Council of Public Instruction for Upper Canada, has authorized the establishment of Meteorological Stations at the following Grammar Schools:—Windsor, Goderich, Stratford, Simcoe, Hamilton, Barrie, Peterborough, Belleville, Cornwall and Pembroke.*

Of these, all have applied for and obtained the required Instruments, and are in working order. The whole ten Stations are now sending generally accurate monthly and weekly returns of their observations, and it affords me much pleasure to state that the Observers are discharging their important and arduous duties with much faithfulness and zeal.

Of late years the practical value of the science of Meteorology has been recognized by all civilized governments, and systems of simultaneous Observations have been widely established, the results of which must tend to elucidate the Laws which control the Atmospheric Phenomena. The late Rear-Admiral Fitzroy,† the head of the Meteorological Office in England, thus refers to the importance of returns of Temperature, and the especial need of Observations in British America:—

"Tables of the mean Temperature of the Air in the year, and in the different months and seasons of the year, at above one thousand Stations on the Globe, have recently been computed by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different Observers and at different times, should be brought together and co-ordinated, has conduced, as is well known, to conclusions of very considerable importance in their bearing on Climatology, and on the general laws of the distribution of Heat on the surface of the Globe. In regard to land stations, Professor Dové's tables have shown that data are still pressingly required from the British North American Possessions intermediate between the Stations of the Arctic Expeditions and those of the United States; and that the deficiency extends across the whole North American continent in those latitudes, from the Atlantic to the Pacific."

In furtherance of this desirable object, an eleventh Station has been established, under the management of Dr. Schultz, at Fort Garry.

The Smithsonian Institution, at Washington, which collects and publishes a vast quantity of valuable Meteorological Records, forwarded to this Department a copy of its Annual Report and of the large volumes of Meteorological Results, as a gift to each of the Grammar School Stations in Upper Canada. It is hoped that a new encouragement will be felt by our observers in performing a work which is shown to be so important, and which is now being energetically carried on by great numbers of Scientific Men in all parts of the world. The following Instruments are used at each Station:—One Barometer, one Maximum and one Minimum Thermometer, Wet and Dry Bulb Thermometers, one Rain Gauge and Measure, one Wind Vane.

Full abstracts of the daily records are sent to the Education Office monthly in addition to a weekly report of certain Observations, which is published in local newspapers. Abstracts of the results for each month are regularly published in the *Journal of Education.*

It has, however, taken the entire year, 1866, to bring the whole chain of Stations into operation, and a number of returns have been received. Abstracts of these Returns will be found in Table K. I give in this Report some of the Annual Results for 1866, of the four stations which sent complete reports for the twelve months; in my next report the number will be considerably increased.

*See map of these Meteorological Stations, on page 72.

†I observe that the Reverend J. Fraser, of the British Schools Inquiry Commission, also recognizes the value of this feature of our Grammar School law.

TABLE OF CERTAIN RESULTS OF METEOROLOGICAL OBSERVATIONS AT FOUR GRAMMAR SCHOOL STATIONS, FOR THE YEAR 1866.

	Barrie.	Belleville.	Hamilton.	Stratford.
Number of rainy days	99	104	117	116
Duration in hours and minutes	.....	.....	684.30	795.45
Depth in inches	28.0680	32.777	34.5666	32.6960
Number of snowy days	31	32	44	68
Duration in hours and minutes	.....	.....	222.50	553.28
Depth in inches	.....	56.6	45.968	120.8
Total depth of rain and melted snow	.....	38.437	39.1634	44.7760
Number of nights of auroras:—				
Class I.	0	0	0	1
Class II.	4	1	0	0
Class III.	6	2	4	9
Class IV.	25	2	11	7
First frost	?	?	September 15.	August 16.
Last frost	June 1.	?	May 17.	June 1.
First snow	October 24.	November 23.	October 26.	October 23.
Last snow	May 2.	March 31.	?	May 1.

XI. TABLE L.—OPERATIONS OF THE NORMAL AND MODEL SCHOOLS.—THE LATE HEAD MASTER.

This Table presents a condensed statistical view of the operations of these important Institutions since their establishment in 1847. They were not designed to educate young men and women, but to train Teachers, both theoretically and practically, for the general work of conducting the Schools of the country. They are not constituted, as are most of the Normal Schools in Europe, and many in America, to impart the preliminary education requisite for teaching as well as for other transactions of business. That previous preparatory education is supposed to have been attained in the many public or private Schools. The entrance examination is supposed to have been attained in the many public or private Schools. The entrance examination to the Normal School requires this. The object of the Normal and Model Schools, therefore, is to do for the Teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him, theoretically and practically, how to do the work of his profession. No inducements are presented to any one to apply for admission to the Normal School except those who wish to qualify themselves for the profession of teaching, nor any one admitted except those who declare in writing their intention to pursue the profession of teaching, and that their object in coming to the Normal School is better to qualify themselves for their profession—a declaration similar to that which is required for admission to Normal Schools in other countries. Nor is any Candidate admitted without passing an entrance examination equal to what is required for an ordinary Second Class Teacher's Certificate by a County Board. It will be seen by the Table, that of the 4,881 Students who have been admitted to the Normal School since its establishment, 2,474 had been Teachers. The number admitted during the two sessions of 1866 was 287, of whom 110 were males and 169 females. Of these, 72 males and 113 females obtained Provincial Certificates.

The Model Schools (one for Boys and the other for Girls, each limited to 150 pupils, each pupil paying a dollar per month, while the Common Schools of the City are free) are appendages to the Normal School. The Teachers-in-training in the Normal School, divided into classes, spend some time each week in the Model Schools, where they first observe how a model school, teaching Common School subjects, is organized

and managed; how the several subjects are taught; and they at length teach themselves, as Assistants, under the observation and instruction of the regularly trained Teachers of the School, who also report from day to day the attention and aptitude of each Teacher in training for teaching, governing pupils, commanding their attention, etcetera.

The late Head Master.—It becomes my painful duty to record the first death which has occurred among the Teachers of the Normal School during the twenty years of its operation. I refer to the lamented decease of Thomas Jaffray Robertson, Esquire, M.A., who was Head Master of the Normal School from its establishment in 1847, until his death, which took place on the 29th September, 1866. Mr. Robertson, after completing his studies in Trinity College, Dublin, established a private Classical School of high reputation in that City. He was at length appointed Inspector of the National Schools in Ireland, by the National Board, which, when it subsequently appointed three Head Inspectors, promoted Mr. Robertson to be the Senior Head Inspector of the three. When it was determined, in 1846, to establish a Normal School for the training of Teachers in Upper Canada, application was made to the National Board of Education, in Dublin, to select and recommend a competent person for that office. The Irish National Board selected and recommended Mr. Robertson, bearing testimony to his character, faithfulness, ability, and high qualifications for the high office of introducing improved methods of school teaching and discipline into Upper Canada. Mr. Robertson amply justified the recommendations under which he came to this country. He may be justly regarded as the founder of our present methods of School discipline and instruction, which was practised by Teachers trained in the Normal School during the last twenty years, and which have been largely adopted by other Teachers, to the great improvement of the Schools, and to the great advantage of the country. No words of mine can add to the weight of the following testimony to Mr. Robertson's character and labours by the Council of Public Instruction, in the following Minute:—

Minute of the Council of Public Instruction adopted the 4th October, 1866.

"This Council records the expression of its deep regret at the decease, after a protracted illness, of T. J. Robertson, Esq., A.M., who has for nineteen years been the faithful and able Head Master of the Normal School for Upper Canada. During that period Mr. Robertson, by his exemplary private life, affectionate assiduity and skill in teaching, and lectures and counsels to upwards of four thousand students who have been trained in the Normal School as teachers, has largely contributed to improve and elevate the methods and character of school-teaching and government throughout Upper Canada."

XII. Table M.—Other Educational Institutions in Upper Canada.

As the Common and Grammar Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of education in the country. Table M. contains an abstract of the information collected respecting these Institutions. As information is obtained and given voluntarily, it is imperfect, and can only be considered an approximation to accuracy. In regard to some of the items no information has been obtained between the years 1863 and 1866. In such cases the increase covers a period of three years. According to the last information obtained, the number of Colleges was 16; number of Students, 1,931—increase, 111; annual income or legislative aid, $159,000—increase, $9,000; amount received from fees, $53,000—increase, $9,000; number of Academies and Private Schools, 298—increase 38; number of pupils, 6,462—increase, 496; number of teachers, 399—decrease, 11; amount received from fees, $78,482—increase, $27,583. Total Colleges, Academies and Private Schools, 314—increase, 38; total students

and pupils, 8,393—increase, 607; total amount received from the Legislature and from fees, $290,482—increase, $45,583.

XIII. Table N.—Free Public School Libraries. Prize-books. Etcetera.

1. These Libraries are managed by the local Municipal Councils and School Trustees, under general Regulations, established, according to law, by the Council of Public Instruction. The Books are procured by the Educational Department, from Publishers both in Europe and America, at as low prices as possible: and a carefully prepared classified Catalogue of about four thousand works (which, after examination, have been approved by the Council of Public Instruction), is sent to the Trustees of each School Section and the Council of each municipality. From this select and comprehensive Catalogue, the Municipal, or School Authorities, select such books as they think proper and receive from the Department not only the Books at cost prices, but an apportionment of one hundred per cent. upon the amount which they provide for the purchase of such Books. None of these Books are provided by the Department for any private parties, except Teachers and Local Superintendents for their professional use.

2. The extension of the Library branch of the system is very gradual. The amount expended for free Libraries during the year 1866—the one half appropriated from the Legislative grant, and the other half provided from local sources—was $4,375—increase, $1,974. The amount thus provided and expended for Libraries in former years, $115,273. The whole amount expended for Libraries, $119,649—increase, $4,375.

3. The number of volumes sent out during the year, 6,856; the number sent out in former years, 208,755; the whole number of volumes in the public free Libraries, 215,611. These volumes are on the following subjects: History, 38,071 volumes; Zoology and Physiology, 14,506; Botany, 2,673; Phenomena, 5,780; Physical Science, 4,501; Geology, 1,948; Natural Philosophy and Manufactures, 12,414; Chemistry, 1,475; Agricultural Chemistry, 775; Practical Agriculture, 9,021; Literature, 21,328; Voyages, 17,716; Biography, 25,099; Tales and Sketches of Practical Life, 61,192; Teachers' Library, 2,722. Total, 219,221, not including 8,340 volumes sent to Mechanics' Institutes.

4. *Prize-books.*—In this new and important branch of instruction, designed to encourage emulation, reward meritorious pupils and diffuse useful knowledge, 58,871 Prize-books were sent out during the year 1866, making a total of 269,319 Prize-books sent out to schools. Total of Library and Prize Books sent out, 496,264 volumes.

XIV.—Table O.—Maps, Apparatus, Prize-books supplied by the Department.

The amount expended in supplying Maps, Apparatus and Prize-books for the Schools —one-half provided from local sources—was $27,113—increase, $6,890. Catalogues are gratuitously furnished to the Municipal and School Authorities; but in every case the articles are supplied on the voluntary application of the local authorities, who provide and transmit one-half the amount required for the purchase of the Maps, Apparatus and Prize-books.

The operations of this branch of the Department during the year 1866, have been largely in advance of those of any preceding year. The following is a summary tabular statement of what has been done in this branch of the Department during the twelve years of its operations, to provide for the wants and promote the efficiency of the Schools:—

MONEYS RECEIVED AND SUPPLIES SENT TO SCHOOLS BY THE EDUCATIONAL DEPOSITORY FOR THE YEARS 1855-1866*

Year.	Moneys Received.			Official Maps of										Apparatus.			Object Lessons.	Prize Books.
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	British North America and Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Sets of Apparatus.	Other School Apparatus (pieces).	Historical and other Lessons (in sheets).	Number of Volumes.
	$ c.	$ c.	$ c.															
1855.....	2,327 76½	2,327 76½	4,655 53	135	142	108	94	106	116	95	....	41	467	48	..	546	7,690	....
1856.....	4,660 43½	4,660 43½	9,320 87	136	266	201	185	222	277	196	267	78	192	103	..	1,540	13,300	....
1857.....	9,059 14	9,059 14	18,118 28	245	437	353	316	376	421	515	405	330	886	261	..	2,724	25,831	2,557
1858.....	5,905 14	5,905 14	11,810 28	131	227	203	177	201	234	260	159	143	466	139	..	2,024	12,350	8,045
1859,....	5,952 51	5,952 51	11,905 02	204	261	224	189	252	223	263	132	173	284	135	..	1,164	9,418	12,089
1860.....	8,416 08½	8,416 08½	16,332 17	218	324	260	259	280	296	401	219	167	339	188	..	1,946	12,746	20,194
1861.....	8,125 57	8,125 57	16,251 14	156	283	228	214	244	201	357	159	192	349	169	..	1,339	9,268	26,931
1862.....	8,096 89	8,096 89	16,193 78	154	215	195	174	190	180	245	138	163	317	135	..	200	8,555	29,760
1863.....	7,945 03	7,945 03	15,890 06	109	172	124	117	140	177	138	109	133	206	106	36	166	4,974	32,890
1864.....	8,630 14	9,630 14	17,260 28	157	224	187	181	193	234	183	134	239	366	103	46	323	10,106	33,381
1865.....	10,111 40	10,111 40	20,222 80	105	164	140	131	149	153	145	107	163	271	65	43	179	9,019	44,601
1866.....	13,556 76	13,556 76	27,113 52	147	207	182	171	186	229	217	133	214	387	109	68	496	8,019	58,871
Total....	92,786 86½	92,786 86½	185,573 73	1,897	2,922	2,405	2,208	2,539	2,745	3,015	1,962	2,036	4,530	1,561	193	12,647	131,376	269,319

*Exclusive of Library Books and of articles sold without the Legislative Apportionment.

XV. Table P.—The Superannuated or Worn-out Teachers of Common Schools.

This table shows the age and service of each pensioner, and the amount which he receives. It appears that 233 teachers have been admitted to receive aid; of whom 87 have died, 9 were not heard from, and 5 resumed teaching or withdrew from the fund before or during the year 1866.

XVI.—Table Q.—Distribution of the Legislative School Grant, together with the sums raised from local sources as an equivalent and other moneys provided by Municipalities and Trustees.

This Table presents a complete view of all the moneys which have been received and expended, and from what sources derived, in connection with the Normal, Model, Grammar and Common Schools of Upper Canada.

There has been provided and expended in 1866, for Grammar and Common School purposes, irrespective of Colleges, Academies and private Schools, $1,759,643—increase, $91,791.

XVII.—Table R.—Educational Summary for 1866.

This Table exhibits the number of Educational Institutions of every kind, so far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1866 was 4,800—increase, 114. The whole number of students and pupils attending them was 405,267—increase, 7,275. The whole amount expended in their support was $1,820,006—increase, $102,800. The whole amount available for educational purposes in 1866 was $2,050,125—increase, $137,374.

XVIII. Table S.—General Statistical Abstract of the Progress of Education in Upper Canada, from 1842 to 1866 inclusive.

It is only by comparing the character and number of Institutions of education at different periods, the number of pupils attending them, and the sums provided and expended for their support, that we can form a correct idea of the educational progress of a country. By reference to this important table the reader can ascertain the progress of education in Upper Canada in any year or series of years since 1841, as far as I have been able to obtain returns. As an illustration, take a few items for the last fifteen years:—In 1853, the school population between the ages of 5 and 16 years was 268,957; in 1866 it was 431,812—increase, 162,855. In 1853, the number of Grammar Schools and pupils were respectively 64 and 3,221; in 1866, the numbers were respectively 104 and 5,179. In 1853, the number of Common Schools was 3,093; in 1866 their number was 4,222; in 1853, the number of Common School pupils was 194,736; in 1866, their number was 372,320. In 1853, the number of *free* schools was 1,052; in 1866, their number was 3,741. In 1853, the amount provided for Common School purposes was $617,836; in 1866, the amount for these purposes was $1,387,233. I refer to the Table for various details.

XIX.—The Educational Museum.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country,

as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

It consists of a collection of school apparatus for Common and Grammar Schools, of models of Agricultural and other Implements, of specimens of the Natural History of the country, casts of antique and modern statues and busts, etcetera, selected from the principal museums in Europe, including the busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of painting. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the School grants for the purpose of improving School Architecture, and to promote Art, Science and Literature by means of Models, Objects and Publications, collected in a Museum connected with the Department.

The Museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year; many have repeated their visits again and again; and, I believe, the influence of the Museum is quite salutary.

XX.—Extracts from Reports of Local Superintendents of Common Schools.

These extracts exhibit the inner and practical life of the people in several respects, especially in new settlements, as well as that of the School System; the various hindrances to its operations, from newness of settlements and poverty in some instances, from ignorance and indifference in others; the noble way in which people exert themselves, generally, to educate thier children. The different working and results of the same system and of the same measure in the different Townships, Cities, Towns and Villages, show how far the obstacles to its progress arise from many defects in the system itself, or from the disposition, intelligence or circumstances of the people and of their elected Trustees. These extracts also illustrate the local voluntary character of the School System, which, like the municipal system, is a power and agency given to the people to manage their own affairs in their own way, doing or spending much or little for the education of their children, as they please, while the Education Department is an aid to prompt and facilitate their exertions, and a social help to those who endeavor to help themselves in the great work which lies at the foundation of the country's freedom and progress.

Evils of the Rate-bills.—It is not possible for any person to read these extracts from local reports without being impressed with the serious loss to the school, and many children of any section, by the continuance or re-establishment of a rate-bill. Whatever other means may be employed to secure the education of all the youth of the land, the Free School is one absolutely essential means to accomplish that all-important end.

Prizes to Pupils in the Schools.—I refer likewise to those extracts from local Superintendents' Reports, for illustrations of the system of *Libraries* and *Prizes*. In some instances but little benefit appears to be derived from the Libraries, while in the great majority of cases the most salutary influence is exerted by them. Where the examinations for the *prizes for proficiency* are so conducted as to give no room for the suspicion of favoritism, and where the record is so kept, and so adjudged in regard to prizes for *punctuality* and *good conduct*, as to be equally above any reasonable suspicion of unfairness, the distribution of prizes as rewards to pupils for proficiency and good conduct must exert the most beneficial influence. It is the order of Providence, in every day life, that while the slothful hand hath nothing, the diligent hand maketh rich, and *merit and attainments* are the professed grounds of all prizes and rewards

and distinctions which are bestowed in civil and political life. For any person, therefore, to object to encouraging diligence and good conduct in the schools, by the distribution of prizes (and these prizes consisting of good books, obtained at half price), as the rewards of successful diligence and good conduct, is to object to the principles of Holy Scripture, and the rule of Providence, and the universal practice of civilized mankind in all other matters of common life. The distribution of *prize-books* in the schools is the means of diffusing a great deal of useful and entertaining knowledge among the young, while it exerts a powerful and wide-spread influence in favour of diligence and good conduct among the pupils of the schools. In some schools this influence may be more limited than others; but it will always be more or less felt for good, where the system is properly administered. There are, indeed, many murmurers and envious persons against the wisdom and even equity of the distributions of Divine Providence; and it would be surprising, indeed, if there were not some who would be dissatisfied and envious at distribution of rewards and distinctions among the pupils of schools; but this is no more an argument against the system of rewards and distinctions in the schools, than it is an argument against the Divine and human government of mankind.

Want of School-house Accommodation.—In a large number of these Reports, the Local Superintendents refer to the inferior character of many of the School-houses, and the absolute necessity of more and better accommodation for pupils. In the County of Dundas; of March and other townships, in the County of Carleton; of Kitley and Bastard, in the County of Leeds; of Drummond, in the County of Lanark; of Sheffield and Camden East, in the County of Addington; of the South Riding of Hastings; of the County of Durham; of the North Riding of Wellington; of Hay, in the County of Huron; of Bosanquet, in the County of Lambton. These reports contain some of the many references to this subject; and some of them offer useful suggestions for the removal of the evils complained of. It appears from the local reports referred to, that this absence of the requisites of a good school House does not arise from inability to provide a comfortable school-house, but from apathy and penuriousness on the part of Trustees and some of the wealthier of their constituents who do not send pupils to School. If the national progress and welfare requires the property of the country to be liable for the education of the country— the vital principle of universal education— a competent and properly qualified school-house as well as Teacher must be provided for that purpose; and where the disposition to do this is wanting, the law should interfere for the protection of the many against the avarice and selfishness of the few. It is clear that the regulations which have recently been enforced with so much advantage in regard to Grammar School accommodation, must be applied, for much stronger reasons, to Common School accommodation,—namely, that no school shall be entitled to share in the School Fund unless proper accommodation (defined in the Regulations) be provided for all the pupils, to the satisfaction of the Local Inspector or Superintendent.

The Reports from Cities, Towns and Incorporated Villages.—While reports from the Townships and Counties show the expansion and progress of which the School system is susceptible wherever the people are deeply impressed with the duty and importance of educating their children, the reports from Cities, Towns, and Incorporated Villages exhibit its adaptation to these more densely populated and compact municipalities; previous reports show the salutary influence of the prize book system, and the successful introduction of Military drill in several instances. The Board of School Trustees in the City of Toronto have, with praisworthy intelligence and public spirit, introduced a regular system of Military Drill among the senior male pupils of their Schools. The Board of Trustees in Port Hope have done the same. The extracts from the Report of the Board of Trustees of the City of London, C. W., show the admirable measures adopted for introducing Military Drill among the pupils of their Central School, and the great success of it. The system of Military Drill can be introduced into the Schools of all the Cities, Towns and Villages in Upper Canada, and perhaps in some

of the larger rural Schools; and the military training of Teachers in the Normal School, together with the large number of persons who are being taught and certificated in the Government Military Schools, afford great facilities for making Military Drill a part of the instruction given in the Grammar and Common Schools referred to.

In the neighbouring States, this subject is engaging the anxious attention of the Government and Legislatures; and Military Drill is likely to become a part of the system of education in all the Public Schools of their Cities and Towns. The Legislature of Massachusetts, at its last Session, passed a resolution directing the State Board of Education "to take into consideration the subject of introducing an organization of scholars, about the age of twelve years, for the purpose of Military Drill and discipline." The Board appointed a Committee, (of which the Governor of the State was Chairman), to investigate the subject, and to inquire into the result of an experiment which has been tried for two or three years in one of the towns of the State—the town of Brookline. The result of the inquiry is thus stated: "The boys in the older class can already be selected from their playmates by the improvement of their forms. Habits of prompt, instant, and unconditional obedience are also more successfully inculcated by this system of instruction than by any other with which we are acquainted. A perfect knowledge of the duties of a soldier can be taught to the Boys during the time of their attendance at the Schools, thus obviating the necessity of this acquisition after the time the pupil has become more valuable. A proper system of military instruction in the Schools of our commonwealth would furnish us with the most perfect militia in the world; and we have little doubt that the good sense of the people will soon arrange such a system in all the Schools of the State."

The Committee adds the following remarks, which are as applicable to Upper Canada as they are to Massachusetts:—

"The Public Schools are maintained at the public expense, in order to prepare youth for the duties of citizenship. One of these duties is to aid in the defence of the Government whenever and however assailed. Surely, then, there can be no incongruity, no want of reason, in introducing into the Schools such studies and modes of discipline as shall prepare them for the discharge of this, equally with other duties which the citizen owes to the State.

"But can this be done without detriment to progress in other branches? Can it be done without loss of time? The committee is satisfied that it can, and that thereby a large amount of practical knowledge and discipline in military affairs may be attained; and, at the same time, a very great saving of time and labour be effected which, under a system of adult training, would be withdrawn from the productive industry of the country."

XXII.—Report of the Inspector of Grammar Schools, 1866.

The Report of the Reverend G. P. Young, the able and indefatigable Inspector of Grammar Schools, is a document so important and so exhaustive in regard to the present state of the Grammar Schools—their defects, and the obstacles to their efficiency and progress—that, instead of inserting and referring to it in the appendix, I deem it my duty to insert it in this place, and to solicit the attention of the Members of the Legislature and of all friends of sound education to Mr. Young's profound and practical observations, in which he has gone to the very root of the evils connected with the operations of the Grammar Schools, and analyzed and elucidated in a masterly manner what has been stated by every previous Inspector as to the evils of Union Grammar and Common Schools as now regulated, and the disadvantages and unadvisableness of the intermingling large Boys and Girls in those Schools.

I. In no preceding Report have I been able to present more gratifying facts of progress in the Schools than in this Report; and especially in respect to the increased circulation of useful and entertaining Books as Prizes for encouraging and rewarding

punctuality, good conduct, diligence, and success of pupils in the Schools; the increased means for supporting both Common and Grammar Schools; the commencement of what I think will prove an excellent system of Meteorological Observations, which has been established under the Grammar School Improvement Act of 1865, and the operations of that Act in improving the Grammar Schools under the efficient inspection of Mr. Young.

2. During the past and part of the present year, I have been permitted to make a fourth tour in foreign countries, to examine anew their systems of public instruction, with a view of still further improving our own, as far as possible. A summary and results of my observations and inquiries will form the subject of a Special Report; but I may here remark that the general conclusion at which I have arrived is, that little is required in the way of legislation to improve our Public School System, the foundations and general principles of which ought to be maintained inviolate; while increased power, in some respects, may be advantageously given to Municipalities, the constitution of County Boards of Public Instruction may be simplified and improved; and provision should be made for the education of the Deaf and Dumb and Blind, as also some provision to secure the education of Vagrant and neglected children.

TORONTO, June, 1867. EGERTON RYERSON.

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS IN ONTARIO FOR THE YEAR 1867.

To the Honourable William Pearce Howland, C.B., Lieutenant-Governor of the Province of Ontario.

I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario, for the year 1867.

The state of the School System in 1867 is in every respect in advance of that of 1866. This will be seen by a summary view of the Statistical Tables.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS, 1867.

1. The amount received and apportioned from the Legislative Grant, for the Salaries, of Teachers in 1867, was $172,542,—increase, $3,051.

2. The amount apportioned and paid from the Legislative Grant for Maps, Apparatus, etcetera, (on the condition of an equal sum being provided from local sources), was $14,611,—increase, $594.

3. The Legislative Grant is apportioned to each Municipality, according to population, (but is distributed to each School Section according to the average attendance of Pupils, and the length of time each School is kept open,) upon the condition that such Municipality provide, at least, an equal sum by local Assessment; but each Municipality is empowered to assess and collect as large an additional sum as it may think proper, for the education of youth within its jurisdiction. The amount of School Fund provided by Municipal Assessment was $351,873,—increase, $32,719; and by a voluntary rate, in excess of the Legislative Grant, $179,331. This, together with the item which follows, exhibits the strength and progress of the real feeling of the Country, in relation to the education of its youth.

4. *Trustees' Rates on Property.*—Each Township is divided by the Municipal Council into School Sections, of from two to four square miles each. Three Trustees are elected by the Rate-payers, as School Corporations for each Section; the Trustees hold-

ing office three years, one Trustee going out of office annually, and his Successor elected. The Trustees of each Section have the same discretionary power as each Township, or County Council, to provide by Rate on property for their School purposes. The amount thus provided for School purposes by Trustees' Rate on property, (in addition to the Municipal Council Assessment of $351,873) was $799,708,—being an increase on Trustees' property Rate of the preceeding year of $39,342.

While the aggregate amount of the Municipal School Assessment exhibits the state and progress of public feeling in regard to the general education of the Country, the amount of Trustees' Rates on property illustrates the feeling and efforts of the people in Separate School localities for the education of their children. The whole amount of voluntary, local, self-imposed Tax on property for Common School purposes, by Municipal and School Trustees, (including the Legislative School Grant of $172,542,) was $1,483,182,—increase on the preceeding year of $58,717.

5. *Trustees' Rate-bills on Pupils.*—Whether a School shall be wholly supported by a Rate on property, and, therefore, free to all residents from 5 to 21 years of age, without Fee from any Pupil, or whether the Schools shall be partly supported by Fees or Rate-bills, (the law not allowing a Rate-bill, or Fee, for each Pupil, to exceed twenty-five cents per month), is determined by the Rate-payers at each Annual Meeting, or at a special Meeting called for that purpose. In Cities, Towns, and Incorporated Villages, the elected Boards of Trustees determine whether the Schools shall be free, or not. A decrease in the amount of Rate-bills, or Fees, indicates an increase of Free Schools. The amount of Trustees' Rate-bills for 1867, was, $51,197,—increase, $2,284.

6. *The Clergy Reserve, or Municipalities', Fund* is placed by law at the discretionary disposal of the Municipalities, and many of them have nobly applied their share to School purposes. The amount of balances available for Common School purposes from this Fund and other sources not mentioned above, was, $280,401,—decrease, $11,059.

7. Total amount of moneys provided for Common School purposes in 1867, was, $1,670,335,—increase, $62,364; the largest increase except that of the previous year, (which was $62,970), which has taken place in any year since the establishment of the School System. The Expenditures in 1867 were:—

1. For Salaries of Teachers, $1,093,516,—increase, $26,636.
2. For Maps, Apparatus, Prizes and Libraries, $31,354,—increase, $1,601.
3. For Sites and Buildings of School-houses, $149,195.—increase, $37,823.
4. For Rents and Repairs of School-houses, $50,634,—increase, $8,845.
5. For School-books, Stationery, Fuel, and other expenses, $148,487,—increase, $11,048.
6. Total expenditure for all Common School purposes in 1867 was $1,473,182,—increase, $85,955.
7. Balances of School moneys not expended, or paid at the end of the year, $197,146, —decrease, $23,591.

To Table A I have added a Postscript, exhibiting the Receipts and Expenditures of the School moneys separately in Counties, Cities, Towns, and Incorporated Villages. For which see the Sessional Papers in the House of Assembly for 1867.

II. Table B.—School Population, Pupils attending Common Schools, Different Branches of Instruction, 1867.

An old Statute requires the returns of School populations to include children between the ages of 5 and 16 years, but the School Law confers the right of attending the Schools upon all persons between 5 and 21 years of age.

1. School Population, (including only children between the ages of 5 and 16 years of age,) was 447,726,—increase, 15,914.

2. The number of Pupils between 5 and 16 years of age attending the Schools was 380,511—increase, 10,743. Number of Pupils of other ages attending the Schools was 21,132—increase, 5.

3. The number of Boys attending the Schools was 213,019—increase, 4,430. The number of Girls attending the Schools was 188,624—increase, 6,318.

4. Number reported as indigent was 4,429—increase, 497.

5. The Table is referred to for the reported periods of attendance of Pupils, and the number in each of the several subjects taught in the Schools indicating a considerable increase in most of the higher branches.

6. The number of children reported as not attending any School was 39,515—decrease, 821. It is to be hoped that this ominous item will soon disappear through the united and persevering exertions of the Christian and patriotic friends of universal education.

There is an apparent discrepancy in some of these returns. For example, the aggregate increase of School population is reported to be 15,914; the aggregate increase of pupils attending the Schools is reported to be 10,743; yet there is a reported decrease of 821 children not attending any School. The Returns must be defective in regard to some of these items, or there must be a considerable increase of pupils attending Private Schools, and of whose attendance we have no returns. I am inclined to think the latter is the case.

Postcript to Table B.—As I have caused a postscript to be added to Table A, exhibiting separately the comparative Receipts and Expenditures of School Moneys in Counties, Cities, Towns and Incorporated Villages, I have caused a similar Postscript to be added to Table B, showing separately the comparative School Population and attendance of children at School in these several Municipalities.

III. Table C.—Religious Denominations, Certificates and Annual Salaries of Teachers, 1867.

1. *Number of Teachers, Male and Female.*—In the 4,422 Schools reported, 4,890 Teachers have been employed—increase, 101; of whom 2,849 were Male Teachers—decrease, 76; and 2,041 were Female Teachers—increase, 177.

2. *Religious Persuasions of Teachers.*—The Teachers are reported to be of the following Religious Persuasions:—Church of England, 795—decrease, 49; Roman Catholics, 532—increase, 23; Presbyterians, 1,542—increase, 56; Methodists, 1,415—increase, 76; Baptists, 266—decrease, 6; Congregationalists, 65—decrease, 22; Lutherans, 24—increase, 7; Quakers, or Friends, 15—decrease, 3; Christians and Disciples 43—decrease, 6; reported as Protestants, 73—decrease, 8; Unitarian decrease, 1; other Persuasions, 29—decrease, 8; not reported, 71—increase, 42.

3. *Teachers' Certificates.*—Total number of Certificated, or licensed, Teachers was 4,739—increase, 77; Normal School Provincial Certificates, 1st class, 238; 2nd class, 363; County Board Certificates, 1st class, 1,661—increase, 23; 2nd class, 2,091—increase, 104; 3rd class, 386—by far too many, but a decrease of 34; unclassified, 151—increase, 24; certificates annulled, 19—decrease, 3; number of Students attending the Normal School without obtaining Certificates, 65—decrease, 33.

4. Number of Schools in which the Teachers were changed during the year, 781—increase, 12—a sad evil.

5. Number of Schools having more than one Teacher, 279—increase, 71; a good sign.

6. *Annual Salaries of Teachers.*—The Salaries of Teachers in the United States are usually paid by the month, under the name of wages, and are paid only during the months that the Schools are kept open, whether five, six or seven months. The Teachers there generally, both male and female, (except in Cities and Towns), teach one part of the year, and engage in other employments the rest of the year. This is inconsistent with the adoption of teaching as a profession, or with the progress of the profession. For a young man, or a young woman, to teach three, or four, months of the year, and then the one to labour on a farm, or in a shop, and the other as a Sewing-girl, or Housemaid, or Cook, the rest of the year, cannot advance the profession of teaching, or even make it one, as is ably shown in the reports printed of several of the State Superintendents of Public Instruction.

With us, Teachers are generally employed by the year, and seldom, if ever, engage in any other employment during the years of their teaching. The chief, if not only, exception to this practice is in the case of young persons who teach one part of the year, or a year, or two, to procure means to enable them to go to the Normal School, in order to become better qualified and receive larger emolument in their profession, or to some Classical Institution, or College, in order to prepare themselves for one of the learned professions. The most serious impediment to the progress and efficiency of school instruction is the inadequate remuneration of Teachers,—tending, as it does, to prevent many talented young persons from adopting it, and to drive many of the most competent persons from it. Among the worst enemies to the efficiency and progress of Common School education are those Trustees and Parents whose whole aim is to get what they call a "cheap Teacher," and who seek to cut down the Teacher's remuneration to the lowest point possible. It is, however, gratifying to observe that the number and influence of this class of persons are yearly diminishing in the Country as a whole, although they still exert a blighting influence in some parts of it. I am thankful to be able to note an increase of $26,636 in the aggregate Salaries paid to Teachers during the year 1867—the whole sum being $1,093,516, upwards of $900,000 of this sum being the proceeds of local Rates. The largest Salary paid to a Teacher in a County was $635; the lowest $96! But the average salary of male Teachers, as reported, was only $261; of female Teachers, $189. The highest salary paid to a Teacher in a city was $1,350; the lowest, $225. The average salaries of male Teachers in Cities were $532; of female Teachers, $243. The highest salary paid to a Teacher in a Town was $1,000; the average salaries of male Teachers in Towns were $464; of female Teachers, $240. The highest salary paid a Teacher in an incorporated Village was $560; the average salaries of male Teachers in Villages were $409; of female Teachers, $215.

IV. TABLE D.—SCHOOL SECTIONS, SCHOOLS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS, 1867.

1. The whole number of School Sections reported for 1867 was 4,496—increase, 39. The whole number of Schools reported was 4,422—increase, 43. The number of Schools closed, or not reported, was 74—decrease, 4.

2. The number of Free Schools reported—Schools supported entirely by Rate on property, and which may be attended by all residents from 5 to 21 years of age without payment of Fees—was 3,838—increase, 97. The number of Schools partly free, that is, with a Rate-bill of 25 cents or less, per month, was 584—decrease, 54.

It may be proper for me to repeat here that whether the School shall be entirely free, or partly supported by Fees, (no Fee, or Rate-bill, being permitted by law to exceed 25 cents per month, and may be less), is left to the annual decision of the Rate-payers at their Annual, or special, Meeting in each School Section. In Cities, Towns and Incorporated Villages the decision is with the Board of Trustees, and with the Rate-payers in the election of the Members of such Boards. Thus, out of 4,422 Schools

reported, 3,838 are entirely free—wholly supported by Rate on property, with no Rate-bills or Fees required of Pupils. This is the result, not of any Act of Parliament, but of discussions, trials, experience and voluntary action of the Rate-payers in their several School divisions since 1850. Every Person having children between the ages of 5 and 21 years has a right to send his children to School, as long as their conduct accords with the Regulations and Discipline of the School; and every Person is required to contribute to the support of the School according to the assessed value of his property, protected and improved in the Country, whether he has children, or sends children to the School or not. The education of the youth of the land being a public good, and ignorance being a public evil, the property of the Country is made liable for the education of the youth of the Country, and Taxes for this purpose are much less than those required to defray the expenses incurred by prisons, etcetera, in order to punish crimes which result from ignorance and its attendant vices; apart from the losses inflicted upon a community by the multiplication, idleness and vices of untaught persons.

3. *School-houses.*—The whole number of School-houses reported in 1867 was 4,447—increase, 48; of these 679 are Brick—increase, 37; 381 Stone—increase, 9; 1,785 Frame—increase, 34; 1,581 Log—decrease, 23; not reported, 21—decrease, 9.

4. The whole number of School-houses built during the year was 140—39 more than had been built during the preceding year. Of these 140 Schools built during the year, 43 were Brick, 10 Stone, 62 Frame and 25 Log.

5. *Titles of School Sites.*—Freehold, 3,923—increase, 71; Leased, 366—decrease, 8; Rented, 107—decrease, 4; not reported, 51—decrease, 11.

6. *School Visits.*—By Local Superintendents 10,905—increase, 122; by Clergymen, 8,290—increase, 845; by Municipal Councillors, 1,735; decrease, 95; by Magistrates, 2,172—decrease, 178; by Judges and Members of Parliament 549—increase, 109; by other persons, 35,315—increase, 1,775. Total number of School visits, 78,221—increase, 2,777.

7. *Public School Examinations.*—Whole number of Public School Examinations, 7,565—decrease, 163; not two for each School. The law requires that there should be a quarterly examination in each School, of which the Teacher should give notice to the Trustees, Parents and Pupils, and to the School Visitors, (Clergymen, Magistrates, etcetera), resident in the School Section.

8. *School Recitations.*—The number of Schools in which public recitations of prose or poetry by the Pupils are practised was 1,994—decrease, 53, which I very much regret, as it ought to be practised in every School, promoting, as it does, the habits of accurate learning by heart, improvement in reading and speaking, and is an agreeable and often an amusing diversion.

9. *School Lectures.*—The School Law requires that every Local Superintendent should deliver during the year at least one Lecture on education in each of the School Sections under his oversight. The number of School Lectures delivered by Local Superintendents reported was 2,799—218 less than those of the preceding year, and 1,623 less than the number of Schools open. I had the pleasure of remarking in my last Annual Report that the School Lectures delivered by Local Superintendents were 130, or an increase on the number delivered by them in the preceding year. In this respect I regret deeply that, while there is an increase of 43 Schools open, and of 10,748 pupils during the year, there is an actual decrease of 218 School Lectures delivered by Local Superintendents! The Statistical Table shows in what Counties this neglect of duty occurs. It is to be hoped that neglect of duty in this respect is not an index of neglect

of duty in other respects. It seems singular that, while the practice of lecturing on all subjects is every year becoming more general, there could not be made some attractive Lecture during the year in each School Section. The number of School Lectures delivered by other persons and, therefore, voluntary, was 368—increase, 28; in contradistinction to a decrease of 218 in the number of Lectures delivered by Local Superintendents. The whole number of School Lectures delivered during the year was 3,167—decrease, 190.

10. *Time of Keeping the Schools Open in* 1867.—I repeat that the Legal Holidays and Vacations include only about one month of the year—certainly too small a portion,—less than what nearly every Person in most pursuits of life takes for purposes of recreation, travelling and visiting. A longer Vacation during the hay and wheat harvest is often demanded, and would, I think, be a convenience to most parts of the Country, and no detriment to the Schools, as the attendance at School during that period is generally small and irregular. The average time of keeping open the Schools, including the Holidays and Vacations, was eleven months and three days—very nearly the entire year—about twice the average time the Common Schools are kept open in the State of Pennsylvania and Ohio, and about three months more than the average time they are kept open in the States of New York and Massachusetts.

11. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been given for the reward and encouragement of meritorious Pupils was 1,647—increase, 106 Schools,—showing, as in the preceding year, a gratifying increase in the number of Schools in which this stimulus to good conduct and diligence is employed by the intelligence and enterprise of Trustees and Teachers.

It requires intelligence and care, as well as impartiality, on the part of the Teacher, sustained by the Trustees, to give full and beneficial effect to this system of encouraging diligence and good conduct among pupils, and multiplying entertaining and instructive Books among the most promising youth of the land. Some Teachers, wanting in one or both of these qualities, are not favourable to the distinctions which rewards involve between the Pupils, but wish to preserve the dead uniformity of indifference between the diligent and the idle, the regular and the irregular, the obedient and the disorderly. The common reason assigned is, that "the distribution of prizes excites feelings of dissatisfaction, envy and hatred in the minds of the Pupils who get no prizes." The answer is, that if the distribution of prizes is decided fairly according to merit, there can be no just ground of dissatisfaction; and facilities are provided to determine the merit of punctuality, of good conduct, of diligence, of proficiency, on the part of each pupil during each term of a year—a fourfold motive to exertion and emulation in everything that constitutes a good Pupil and a good School. But the indifferent and flagging Teacher does not wish such a pressure to be brought to bear upon his every-day teaching and attention to everything essential to an efficient School; nor does he desire the test of a periodical Examination of his Pupils by an examining Committee to be applied to his teaching and management of the School. The objection that the distribution of Prizes to deserving Pupils excites the envy and hatred of the undeserving is a convenient pretext to protect and permit incompetence and indifference on the part of the Teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of Pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even although they may sometimes err in their judgment. Nor do the Managers of Agricultural and Horticultural Societies withhold prizes from the most successful Cultivators

of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious or the less diligent and less skilful Farmers and Gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath, (that is, improves what he hath), shall be given, and the neglector shall be sent empty away. Providence does not reverse its orders of administration because some Persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motive of the life that now is, as well as of that which is to come.

I prefer the order of Providence and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary Teachers, and the envious murmurings of negligent Pupils and their misguided friends.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive Catalogue of carefully-selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools. A series of Merit-cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit-cards are to be awarded daily, or more generally weekly, to Pupils meriting them. One class of Cards is for punctuality ;another for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three, or four, Prizes under each of these heads; and the Pupil, or Pupils, who get the largest number of Merit-cards under each head, will, at the end of the quarter, or half year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of the Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another pupil, he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations, or exercises, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends. There are two peculiarities of this System of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the Term, or half year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and that irrespective of what may be done, or not done, by any other Pupil. The ill-feeling by rivalship at a single Examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every day School life. The second peculiarity is, that the standard of merit is founded on the Holy Scriptures, as the mottoes on each Card are all taken from the Sacred Volume, and the illustrations on each Card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The Prize Book System, and especially in connection with that of Merit-cards, has a most salutary influence upon the School Discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.

V. Table E.—Text Books, Maps, Apparatus, Prayers, Reading of the Scriptures in Schools, 1867.

General Remarks.—Uniformity of Text-Books in the Public Schools of a Country has long been insisted upon by the most experienced Educationists on both sides of the Atlantic, as of the utmost importance to the efficiency of the Schools and the progress of the Pupils. The question may be considered as so entirely settled by common consent

in this Province, that I need not again adduce the arguments and authorities of Educationists in other Countries, as I have done in previous Annual Reports, to evince the importance of but one series of Text-Books for our Public Schools, and to show the losses and evils arising from admitting a diversity of Text-Books in the Schools. Having succeeded in this vital branch of our work beyond any Country, or State with which I am acquainted, it remained for us to render the Text-Books as perfect in matter and method, as good in quality and as moderate in price as possible.

A series of Text-Books for a whole Country should not be adopted without much care and consideration; and they should not be changed without manifest necessity, and without giving ample notice to the Publishers of such Books, and to the Trustees and supporters of Schools who have used them, that the change may be attended with the least possible loss and inconvenience to any party.

Such is the course which has been pursued by the Council of Public Instruction, under the sanction of the Government. After long and anxious deliberation, the series of Text-Books which had been prepared by the National Board of Education in Ireland were adopted for the Public Schools of Upper Canada, and provision was made for both their importation and republication in this Country. To supply some deficiencies in this series, and to meet local exigencies, the use of certain other Books was allowed in the Schools. After the use of these excellent Text-Books for nearly twenty years, objections began to be made to them, that they were "behind the times," and a very strong and general desire was evinced that an improved and strictly Canadian Series of Text-Books for the Schools should be prepared. It was felt that the demand could be no longer resisted, without injury to our School System; and during the last year the Council of Public Instruction, had prepared, by able and experienced instructors of youth, a series of Readers founded upon the same principles as the National Readers heretofore used, but greatly improved and Canadianized, and printed in the best style, and of the best materials. Although the copyright of these Readers has been vested in the Chief Superintendent of Education, subject to the direction of the Council, so as to prevent the printing of any imperfect and inferior editions of the Books, the printing and sale of the Books are the work of private enterprise. The same course has been adopted in preparing a Companion to the Readers, including exercises in Spelling, also to secure a greatly improved edition of Bullion's English Grammar, including an introduction to it for young pupils. A revised and improved edition of Lovell's Canadian and General Geography, with entirely new maps, has been prepared, also an Elementary Geography. These unrivalled Canadian Geographies are now the sole Geographies authorized to be used in the Schools.

I have much pleasure in adding that a Vocal Music Book for the Schools has been compiled and prepared by Mr. Sefton, Teacher of Vocal Music in the Normal and Model Schools, which has been carefully examined by the Reverend Doctor McCaul, a practised musical composer, as well as profound classical scholar, and has been sanctioned by the Council of Public Instruction. I believe it will be found the best ever introduced into Schools, and in the spirit and words of the Songs, as well as Music, peculiarly adapted to our Country.

In this gradual and most careful manner, are the series of School Text-Books being rendered as perfect as possible, and reduced in number.

By referring to the Table, it will be seen that the authorized Text-Books are used in all but a few of the Schools, so that their use may be considered general, and will soon be almost without exception universal. And all the Text-Books, including the Maps, Globes, etcetera, are of Canadian production, with the exception of one, or two, in History and Geometry.

While a complete series of Text-Books are thus provided for the Schools, private enterprise and Canadian Manufacture are developed and encouraged in branches of industry, heretofore, almost unknown in Canada. For example, 25,930 Maps, (increase on the preceding year, 782), and 1,177 Globes have been furnished to the Schools, as well as other Articles of School Apparatus, as shown by the Table, nearly all of Canadian

Manufacture. Besides, 3,925 of the Schools have been provided with Sangster's Canadian National Arithmetic, and 3,598 of them have been provided with Lovell-Hodgins' Canadian Geography; and the National Readers used in 4,316 of the Schools, (nearly all), are of Canadian Manufacture. I think that in the course of another year, or of two years at most, all our Text-Books for both the Grammar and Common Schools will be printed, as well as edited, in Canada, and wholly adapted to Canadian Schools.

SCHOOLS OPENED AND CLOSED WITH PRAYER, AND IN WHICH THE BIBLE IS USED:—

The Schools whose daily exercises were opened and closed with Prayer, were 2,993 —increase, 41. The number of Schools in which the Bible, or Testament, was used, was 2,996—increase, 4. No child can be compelled to be present at any Religious Reading, Instruction, or Exercise, against the wish of his Parents or Guardians expressed in writing. The Religious Reading, Instruction and Exercise, are like Religion itself, a voluntary matter with Trustees and Teachers. The Council of Public Instruction provides facilities, even Forms of Prayer, and makes recommendations on the subject, but does not assume the authority of enforcing or compelling compliance with these provisions, or recommendations. In some of the Schools, the Reading and Prayers are according to the Roman Catholic Church; but those Exercises are generally Protestant. The fact that Religious Exercises of some kind are practised in nearly three-fourths of the Public Schools, indicates the prevalent Religious principles and feelings of the Country on the subject.

VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS, 1867.

1. *General Remarks.*—It is proper for me to repeat the facts that the Public Schools of this Province are Non-denominational. Equal protection is secured to the Roman Catholics with every other Religious Persuasion. No child is permitted to be compelled to receive Religious Instruction, or attend any Religious Exercise, or reading, against the written wish of his Parents, or Guardians.

Three hundred and forty-two Roman Catholic Teachers are employed in the Public, or Non-denominational Schools, besides Two hundred and ten in the Roman Catholic Separate Schools; three-fourths, or upwards of forty-five thousand of the sixty odd thousand of the Roman Catholic children, attend the Public Schools. I know of no instances of proselytism, or, during the year, of a single complaint of interference with religious rights, in any of the Public Schools. Yet, notwithstanding these facts, the Legislature has made provision for the establishment, under certain conditions, of both Roman Catholic and Protestant Separate Schools for those who desire them; although there are only one, or two, Protestant Separate Schools in the Province. In 1863, the Legislature of United Canada passed a Separate School Act, which was accepted by the authorities of the Roman Catholic Church as a final settlement of the question, as far as it related to Upper Canada; and that Act has been made by the British Parliamentary Act of Confederation, the basis of settling the relations of Protestants and Roman Catholics in Lower Canada, now the Province of Quebec.

2. The number of Roman Catholic Separate Schools is 161,—increase during the last year, 4.

3. *Receipts.*—The amount apportioned and paid from the Legislative Grant to Separate Schools, according to average attendance, as compared with that at the Public Schools in the same Municipality, was $9,529,—decrease, $289. The amount apportioned and paid for the purchase of Maps, Prize-books and Libraries, upon the usual condition of an equal sum being provided from local sources, was $463,—increase, $200. Amount of School-rates from the Supporters of Separate Schools, was $26,781,—increase, $1,672. Amount subscribed by Supporters of Separate Schools, and from Fees and other sources, was $11,853,—increase, $2,005. Total amount received from all sources was $48,628,—increase, $3,588. The preceding year, there was a decrease of $1,180.

4. *Expenditure.*—For the payment of Teachers, $34,830,—increase, $2,084. (There was a decrease under this head in the preceding year of $1,207.) For the purchase of Maps, Prize-books, Apparatus and Libraries, $1,039,—increase, $252. For other purposes, $12,757, increase, $1,251.

5. *Pupils.*—The number of Pupils reported as attending the Separate Schools was 18,924,—increase, 349.

6. The average time of keeping open the Separate Schools, including legal Vacations and Holidays, was eleven months.

7. The whole number of Teachers employed in the Separate Schools was 210,—increase, 3. Of these, 82 were male Teachers,—increase, 12; and 128 were females,—decrease, 9.

8. The same Table shows the exercises and subjects taught in the Separate Schools, and the number of Pupils in each.

VII. TABLE G.—RECEIPTS, EXPENDITURE, AND PUPILS OF GRAMMAR SCHOOLS IN 1867.

1. *General Remarks.*—As 1866 was the first year of the operation of the Grammar School Improvement Act of 1865, I explained in my last Annual Report the provisions of that Act, and the modifications in the Grammar School System which that Act was intended to introduce, while it increased the Grammar School Fund one-third from local Assessments, besides $17,000 per annum, which I had got added to the fund in 1863, and other additions to the Fund which I had been able to effect by investments in previous years. All these additions to the Grammar School Fund are required by law to be paid to Teachers of Grammar Schools, and to be expended for no other purpose whatever.

2. *Pupils.*—Number of Pupils attending the Grammar Schools, 5,696,—increase, 517. Number of Pupils resident in the Towns, or Villages, where the Grammar Schools are established, 3,928,—increase, 189. Number of Pupils whose Parents reside out of the Town, or Village of the Grammar School, but within the County, 1,396,—increase, 222. Number of Pupils whose Parents reside out of the County of the Grammar School, 372,—increase, 106. Number of Pupils admitted by the Inspector, 3,504,—increase, 229. Number not yet examined by the Inspector, 1,198,—decrease, 77. Number in subjects of the Classical Course, 5,095. Number reported in the Non-classical, or English, Course, under Section IV. of the Regulations, 145,—decrease, 75; but a considerable number of the Pupils thus reported are not up to the standard required by the Regulation for Non-classical Pupils. Number of Pupils admitted during 1867, 2,245,—increase, 256. Number of Pupils who were formerly Common School Boys, admitted free by Scholarships, 171,—increase, 8. The Table shows at whose expense these Scholarships have been established, and what are the Fees paid, and which of the Grammar Schools are free.

VIII. TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

This Table shows both the subjects taught and number of Pupils in each. I refer to the Table for minute details in regard to each School.

IX. TABLE I.—GRAMMAR SCHOOL MASTERS, MISCELLANEOUS INFORMATION.

This Table contains the names, Colleges, Degree, or Certificate, Salary of the Head Master, and date of his appointment; the number of Teachers employed in each School, kind of School-house, title and value of School property; the number of Schools in which the Bible is read, and the daily exercises of which are opened and closed with Prayer; the number of Schools united with Common Schools; number of months each School is

kept open; number of Schools furnished with Maps, Globes, Blackboards, and complete sets of Apparatus; estimated value of Library-books, Apparatus and Furniture; number of Schools in which Gymnastics and Military Drill are practised; number of Pupils who have obtained prizes at examinations during the year, or who have been matriculated into some University, and what University, and with what Honours, or who have been admitted into the Law Society. I refer to the Table for such information as any one may desire on all these subjects in regard to each Grammar School in the Province.

X. Table K.—Meteorological Observations. in 1867.

In my Report for 1866, the System upon which the Meteorological Stations have been established under the provisions of the Grammar School Law was explained. During the year 1867 a very valuable addition has been made to the records of observations, already accumulated at the office. The ten Stations authorized by the Council of Public Instruction, as provided by the Act, have been actively worked by the following Observers: at Barrie, by the Reverend W. F. Checkley, B.A.; at Belleville, by Mr. A. Burdon; at Cornwall, by Mr. W. Taylor Briggs, B.A.; at Goderich, by Mr. John Haldan, Jr.; at Hamilton, by Mr. A Macallum, M.A.; at Pembroke, by Mr. A. McClatchie, B.A.; at Peterborough, by Mr. Ivan O'Beirne; at Simcoe, by Reverend J. G. Mulholland, M.A.; at Stratford, by Mr. C. J. Macgregor, M.A.; at Windsor, by Mr. A. McSween, M.A. A transcript of the daily records of each Station has been regularly sent once a month to the Education Office by the Observer, and after undergoing a thorough examination in order that any anomalies may be rectified, the monthly results are published in the *Journal of Education*, every precaution being used to ensure the greatest accuracy, without which, of course, such a record would be valueless. The Observers have performed their somewhat irksome duties with the greatest regularity, there being scarcely an instance of omission of one of the three daily Observations at the hours of 7 a.m., 1 and 9 p.m. The Observers have frequently been able to enlist the services of some intelligent Pupil to assist them in the work, while useful instruction has thus been imparted.

The monthly results having been already published in figures in tabular form in the *Journal of Education*, it has not been thought best to reprint them in the same form. The curves of monthly mean barometric pressure, temperatures, tension of vapour, and humidity, are shown. The maximum and minimum temperature of the day is shown in figures. A series of these records taken in connection with the monthly results published in the *Journal of Education*, will furnish very full data for the examination of the climatology of the Province, and be of the utmost value to those who are labouring in this branch of Natural Science in other parts of the world.

Our Stations are still deficient in Anemometers for ascertaining the velocity of the wind, and the Observers are therefore obliged to estimate its force. With this exception, our Meteorological System is working admirably, and I doubt if anywhere so valuable a collection of facts is systematically made at so little expense.

XI. Table L.—Normal and Model Schools.

The Normal and Model Schools were designed to train teachers, both theoretically and practically, for conducting Schools throughout the Province, in Cities and Towns as well as Townships. The object of the Normal and Model Schools is, to do for the Teacher what an apprenticeship does for the Mechanic, the Artist, the Physician, the Lawyer—to teach him theoretically and practically, how to do the work of his profession. The Table shows that of 5,134 Candidates admitted to the Normal School in twenty years, 2,596 of them had been Teachers.

The Model Schools, (one for Boys and the other for girls, each limited to 150 pupils, each pupil paying one dollar a month, while the Common Schools of the City are free),

are appendages to the Normal School, and are each under the immediate charge of three Teachers who have been trained in the Normal School, and overseen and inspected by the Masters of the Normal School. The Head Master of the Normal School includes in his instructions a series of Lectures on School Government, Teaching, etcetera; and the Deputy Superintendent of Education delivers a short Course of Lectures to the Normal School Students on the School Law and Regulations, and their duties and modes of proceeding respecting them.

XII. Table M.—Other Educational Institutions in 1867.

As the Common and Grammar Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of education in the Country. Table M. contains an abstract of the information collected respecting these Institutions. As the information is obtained and given voluntarily, and is only an approximation to accuracy, and of course below the real facts. According to the information obtained, there are sixteen Colleges, (many of them University Colleges), containing 1,930 Students, aided by the Legislature to the amount of $159,000, and receiving Fees to the amount of $53,000. There are 298 Private Academies and Schools, containing 6,462 Pupils, and receiving Fees to the amount of $78,482. Total number of Colleges, Private Academies and Schools, 314,—increase, 14. Total number of Students and Pupils in them, 8,393,—increase, 281.

XIII. Table N.—Free Public Libraries and Prize Books in 1867.

1. These Libraries are managed by the local Municipal Councils and School Trustees, under Regulations prepared according to law by the Council of Public Instruction. The Books are procured by the Education Department from Publishers both in Europe and America, at as low prices as possible; and a carefully prepared classified Catalogue of about four thousand Works, (which, after examination, have been approved by the Council of Public Instruction,) is printed and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive Catalogue the Local Municipal and School Authorities, select such Books as they think proper, and receive from the Department not only the Books at cost prices, but an Apportionment in Books of one hundred per cent. upon the amount which they provide for the purchase of such Books.

2. In my last Annual Report, I inserted a "Free Public School Library Map of Ontario," showing by red colouring and red dots the Municipalities and School Sections, in which Libraries had been established, and supplied from the Ontario Educational Depository. The extension of this branch of the System is very gradual, and I do not think it best to urge the establishment of Libraries, but let them in each case be largely the spontaneous expression of the felt wants of the people, and the Books will be more highly valued and more extensively used. The amount expended for free Libraries during the year 1867,—the one half appropriated from the Legislative Grant, the other half provided from local sources,—was $3,404. The amount thus provided and expended for Libraries in former years, was $119,649. The whole amount expended for Libraries, was $123,053,—increase during the year, 1867, $3,404.

3. The number of Volumes for Libraries sent out during the year, was 5,426. The number sent out in former years, was 219,221. The whole number of Volumes in the Free Public Libraries is 224,647.

4. *Prize Books.* In this recent and important branch of instruction, designed to encourage emulation, reward meritorious Pupils, and diffuse useful knowledge, 64,103 Prize Books were sent out during the year 1867, making a total of 333,422 Prize Books

sent out to Schools; Total number of Library and Prize Books sent out, 558,069. Every one of the 333,422 Prize Books sent out, has been a direct reward and encouragement to Pupils for good conduct and proficiency, as well as the best means of creating a taste for reading and diffusing useful knowledge. The contribution of upwards of half a million of selected Volumes of reading, in connection with the operations of the Schools cannot fail to advance the intelligence of the Country.

XIV. Table O.—Maps, Apparatus, and Prize Books Supplied by the Department in 1867.

The amount expended in supplying Maps, Apparatus and Prize Books for the Schools —one half provided from local Sources,—was $28,270,—increase, 1,156. Catalogues are gratuitously furnished to the Municipal and School Authorities; but in every case the articles are furnished on the voluntary application of the local authorities, who provide and transmit one-half of the amount required for the purchase of Maps, Globes, Apparatus and Prize-books.

I here repeat the explanations which I have heretofore given of this branch of the Department.

"The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The Globes and Maps manufactured, (even in the material), in Canada, contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are Tellurians, Mechanical, Powers, Numeral Frames, Geometrical Forms, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with the Copies and Models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way, new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal authorities all over the Country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the Cost of the article and Books procured, so that it does not cost either the Public Revenue, or School Fund, a penny, beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various articles of School Apparatus. I know of no other instance, in either the United States, or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the Public, and without adding to the public expense."

The following is a summary tabular statement of what has been done in this branch of the Department during the thirteen years of its operation, to provide for the wants and promote the efficiency of the Schools:—

MONEYS RECEIVED AND SUPPLIES SENT TO SCHOOLS BY THE EDUCATIONAL DEPOSITORY FOR THE YEARS 1855-1867.*

Year.	Moneys Received.			Official Maps of										Apparatus.			Object Lessons.	Prize Books.
	Local Contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	British North America and Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Sets of Apparatus.	Other School Apparatus (pieces).	Historical and other Lessons (in sheets).	Number of Volumes.
	$ c.	$ c.	$ c.															
1855.....	2,327 76½	2,327 76½	4,655 53	135	142	108	94	106	116	95	....	41	467	48	..	546	7,690	....
1856.....	4,660 43½	4,660 43½	9,320 87	136	266	201	185	222	277	196	267	78	192	103	..	1,540	13,300	....
1857.....	9,059 14	9,059 14	18,118 28	245	437	353	316	376	421	515	405	330	886	261	..	2,724	25,831	2,557
1858.....	5,905 14	5,905 14	11,810 28	131	227	203	177	201	234	260	159	143	466	139	..	2,024	12,350	8,045
1859.....	5,952 51	5,952 51	11,905 02	204	261	224	189	252	223	263	132	173	284	135	..	1,164	9,418	12,089
1860.....	8,416 08½	8,416 08½	16,332 17	218	324	260	259	280	296	401	219	167	339	188	..	1,946	12,746	20,194
1861.....	8,125 57	8,125 57	16,251 14	156	283	228	214	244	201	357	159	192	349	169	..	1,339	9,268	26,931
1862.....	8,096 89	8,096 89	16,193 78	154	215	195	174	190	180	245	138	163	317	135	..	200	8,555	29,760
1863.....	7,945 03	7,945 03	15,890 06	109	172	124	117	140	177	138	109	133	206	106	36	166	4,974	32,890
1864.....	8,630 14	9,630 14	17,260 28	157	224	187	181	193	234	183	134	239	366	103	46	323	10,106	33,381
1865.....	10,111 40	10,111 40	20,222 80	105	164	140	131	149	153	145	107	163	271	65	43	179	9,019	44,601
1866.....	13,556 76	13,556 76	27,113 52	147	207	182	171	186	229	217	133	214	387	109	68	496	8,019	58,871
1867.....	14,135 10	14,135 10	28,270 20	172	250	197	198	199	240	198	146	203	199	119	63	332	7,122	64,103
Total....	106,921 96½	106,921 96½	213,843 93	2,069	3,172	2,602	2,406	2,738	2,985	3,213	2,108	2,239	4,729	1,680	256	12,979	138,498	333,422

* Exclusive of Library Books and of articles sold without the Legislative Apportionment.

XV. TABLE P.—THE SUPERANNUATED OR WORN-OUT TEACHERS OF COMMON SCHOOLS, 1867.

This Table shows the age and service of each Pensioner, and the amount which he receives. It appears from the Table that 238 Teachers have been admitted to receive aid, of whom 91 have died, were not heard from, and resumed teaching, or withdrew from the Fund before and during 1867, the amount of their subscription having been returned to them.

The average age of each Pensioner in 1867 was 69½ years; the average length of time of service in Ontario was 21¾ years. No time is allowed to Applicants except that which has been spent in teaching a Common School in Ontario; although they may have taught school many years in England, Ireland, Scotland, or any of the British Provinces.

XVI. TABLE Q.—DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT, TOGETHER WITH THE SUMS PROVIDED FROM LOCAL SOURCES AS AN EQUIVALENT, AND OTHER MONEYS PROVIDED BY MUNICIPALITIES AND SCHOOL TRUSTEES IN 1867.

The object of this Table is twofold,—first, to present a complete view of all the Moneys which have been received and expended in 1867, and from what sources derived, in connection with the Normal, Model, Grammar and Common Schools of Ontario; and, secondly, to show that these Moneys have not been expended in any favoured localities, but have been impartially distributed in all Counties, Cities, Towns and Villages throughout the Province according to population and local co-operation. The people provided and expended in 1867, for Grammar and Common School purposes, irrespective of Colleges, Academies and Private Schools, $1,833,011,—increase, $73,368.

XVII. TABLE R.—EDUCATIONAL SUMMARY FOR 1867.

This Table exhibits in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of Students and Pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1867 was 4,855,—increase, 55. The whole number of Students and Pupils attending them, 416,812.—increase, 11,545. The whole amount expended for educational purposes during the year was $1,920,023. Unexpended balances, $207,545. Total amount available for educational purposes during 1867 was $2,127,568,—increase, $77,443.

XVIII. TABLE S.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1867 INCLUSIVE.

It is only by comparing the number and character of Educational Institutions at different periods, the number of Pupils attending them, and the sums provided and expended in their support, that we can form a correct idea of the educational progress of a Country.

There is no question that great improvements have been made in all our Institutions of Education, in regard to both the subjects and methods of teaching, as well as in accommodations and facilities of instruction. Equal, if not greater, progress has been made in the number of our Educational Institutions, in the attendance upon them, in the provision for their support. By reference to the brief but important Table S, the Reader can ascertain the progress of education in any year, or series of years, since 1841, as far as returns could be obtained. Take, as illustrations, a few items for the last fifteen years. In 1853, the school population between the ages of 5 and 16 years was 268,957; in 1867, it was 447,726. In 1853, the number of Common Schools was 3,093; in 1867, their number was 4,261. In 1853, the number of Pupils attending the Common Schools was 194,736; in 1867, their number was 382,719. In 1853, the amount provided for Common School purposes was $617,836; the amount provided for these purposes

in 1867 was $1,473,188. In 1853, the number of Free Schools was 1,052; in 1867, their number was 3,838. The Table furnishes materials for various other comparisons equally striking; and if twenty, instead of fifteen, years, be taken as the period of comparison, the results will appear still more remarkable and encouraging to every friend of Canadian progress.

XIX.—The Educational Museum, 1867.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

During the year, I felt that the arrangements for obtaining supplies of prize and library books should be revised and extended, and that further additions should be made to the Educational Museum. This could only be done by personal selections and communications with the parties concerned. For these purposes, I requested Mr. Hodgins, Deputy Superintendent, (who has had for years almost the entire charge of these branches of the Department) to proceed to England and to the Exhibition at Paris. The interesting and instructive selections which he has made will soon be found in the Museum. The Report of his proceedings illustrates his vigilance and efficiency in whatever he undertakes, as well as the value of his labours on this occasion.

XX.—Extracts from Reports of Local Superintendents of Common Schools.

In most School Reports, both in Great Britain and the neighbouring States, a large space is devoted to extracts from Local Reports, as illustrating the practical working of the School System, the inner and practical life of the people in the social relations and development,—intelligent and noble struggles of some new Settlements to educate their children, and the shameful negligence of some old Settlements in regard to the education of their children.

Character of these Reports.—In the Appendix to this Report, I have given extracts from the Reports of Local Superintendents of Townships, Cities, Towns, and Incorporated Villages. These extracts of Reports, impartially given, are few in comparison with the five hundred Municipalities of this Province. The extracts given, among other things, establish the following facts:—

1. *Apathy and Selfishness a cause of Backwardness.*—That the inefficient and stationary condition of the Schools in many places does not arise from any complained-of defects in the School law, or System, but in most instances from the apathy and misguided selfishness of the parties concerned,—in a few instances from the newness and poverty of the Settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the Schools in other places does not depend upon the age or wealth of the Settlement, but upon the spirit of the people. Some of the oldest Settlements of the Province in the River and Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer Townships.

3. *Eastern and Western parts of Ontario compared.*—That, as a general rule, the Eastern Section of Ontario, East of Kingston—the County of Lanark excepted—are far less advanced, and far less progressive, than the Western part of the Province, except some old Townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the Library Map published in my Report for last year.

4. *Best Teachers the cheapest.*—That, as the best made Shoes and Waggons, and Fences, and Farm-tools are the most serviceable and cheapest in the long run, so that the best Teachers, and School-houses and Furniture, are by far the cheapest, as well as the most profitable for all parties, and all the interests of education and knowledge.

5. *Evils of "Cheap Teachers."*—That the most serious obstacles to the proper education of Children in many parts of the Country are bad School-house accommodation, and the employment of incompetent and miscalled "cheap Teachers;" the only remedy for which is requiring proper School-house accommodation, doing away with the lowest class of Teachers, and prescribing a minimum Teacher's salary which will secure the employment and continuance in the profession of competent Teachers. This is what the Country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

6. *Faithfulness of County Boards.*—That immense advantages have resulted from the faithfulness with which the County Boards of Public Instruction have generally discharged their duties in the examination and licensing of Teachers; but it is manifest that there is great need of simplifying their constitution and duties, and of the greater efficiency of the office of Local Superintendent, as well as to prevent the well qualified Teachers whom they license from being deprived of or driven from employment by the meanness and folly of Trustees who employ cheap and incompetent Teachers.

7. *Free Schools Universally Popular.*—That opinions and practice have become so general in favour of Free Schools, that it is time now to settle the question by Legislative enactment, as well as to provide for the application of the Free School principle, in regard to the universal instruction of children. No child should be deprived of what the whole community is taxed to provide for it.

8. *Competitive Examinations and Prizes.*—The competitive Examinations of Schools, and the distribution of Prizes to reward and encourage punctuality, good conduct, diligence and perfect recitations of pupils, form a powerful element for improving the Schools, and animating Teachers and Pupils to exertion. In all the local Reports, there is but one dissentient voice on this subject, and the purport of that dissentient voice is, that the unsuccessful will be envious of the successful! A principle according to which punctual, well conducted, diligent and successful men in life ought not to be rewarded by any respect, or notice, or increase of wealth, over the negligent, and lazy and worthless, lest the latter should envy and hate the former. The Scripture of such doctrine would be "to him that hath, (improves what he has), shall not be given, and he shall not have abundance."

9. *Miscellaneous.*—These extracts from local Reports suggest many other topics, and lessons worthy of the serious consideration of every friend of universal education and knowledge. To facilitate references, I have prefixed topical headings to most of the extracts.

XXI.—Remarks on the Grammar School System; Attendance of Girls with Boys in the Grammar Schools; Reports of the Inspector of Grammar Schools.

1. In a former part of this Report, I have referred to the statistics of Grammar Schools, and made a few remarks on their condition. I think the time has arrived, and I am now furnished with materials to discuss the question more fully than I have hitherto done in any of my Annual Reports.

2. *Historical References* : *Defects in the Law.*—It is known that although the System of Grammar Schools was perhaps the best the circumstances of the Country permitted when it was established, more than sixty years ago, (in 1807,) nine years before any provision was made for Common Schools, it has never been efficient, or satisfactory. In 1853, a step in advance was taken by the consolidation and amendment of the previous Grammar School Acts, to improve the System and adapt it to our present system of Municipal Government. But the Act of 1853 lacked the essential element of providing for the support of Grammar Schools equally with the Common Schools, and upon the same principle. There was also wanting the further essential element of unity and sympathy in the management and interest of the Grammar and Common Schools. They were still under different Boards of management; their interests often clashed; they were practically rivals in the same work, instead of one being regarded as, and being in reality, a supplement of the other.

3. *Improvements under the Law of* 1853.—To prevent this collision, to provide better for supporting the Grammar Schools, and to identify them more in management and System with the Common Schools, provision was made in the Law of 1853 for uniting the Boards of Trustees, providing at the same time for the fulfilment of the functions of each class of Schools. As the Grammar Schools had been under no inspection, provision was made for that purpose, and a programme of studies was prescribed for the one class of Schools as had been for the other.

4. *Inefficiency of the Grammar Schools Revealed—Their Undue Multiplication.*—The inspection of the Grammar Schools soon brought to light their utter inefficiency, and the various contrivances devised and employed to get an undue share of the Fund to establish and keep in existence merely nominal, and, in some instances, really needless Grammar Schools. And when Parliament was induced to increase the Grammar School Fund nearly $20,000 per annum, the County Councils were prevailed upon by local influences to increase the number of Grammar Schools more in proportion than the increase of the Fund.

5. *Legislation—Act of* 1865.—At length Parliament passed the Grammar School Act of 1865, by the provisions of which the undue multiplication of Grammar Schools was prevented, the duties of Grammar Schools defined, and an amount of local support required, (irrespective of Fees) for the Salaries of Teachers, equal at least, to half the amount of the Apportionment from the Grammar School Fund. An Apportionment of the Fund was to be made on the basis of the average attendance of Pupils in the prescribed Programme, the old distinction between Senior and Junior Schools being abolished.

6. *Improvements in the System in* 1865.—A more thorough and frequent inspection of the Schools was provided for; the Council of Public Instruction, with the assistance of the able Inspector of Grammar Schools, prepared a Programme of Studies conformable to the new Law,—including not only a Classical Course, but a high English Course of Studies, and providing for the Entrance Examination of Pupil Candidates, both for the high English and Classical Course, by the Inspector. This Programme was submitted to, and approved by the Governor-in-Council. To meet an alleged exigency, provision was made in the Programme to admit Girls, on application, and after examination, to attend the Grammar Schools to learn French, in connection with the prescribed English Course of Studies for Classical Pupils, but not to be returned as Grammar School Pupils, whose average attendance should constitute the basis of the distribution of the Fund. This exceptional Regulation in behalf of Girls, (it being alleged that in most cases they could not otherwise have an opportunity to learn French,) assumed, of course, that they would not think of studying Greek, or Latin, (the studying, of the one, or the other, being the test of a Grammar School Pupil in the Classical Course,) although nothing was said on the subject in the Programme. But, in the course of the year, it appeared that scarcely any Girls entered a Grammar School to learn French! but

scores of them were found professedly studying Latin,—being thereby claimed on the part of the Masters and Trustees of the Schools admitting them as Grammar School Pupils, and, as such, entitled to be counted in the distribution of the Grammar School Fund!

7. *Perversion of the Grammar Schools—Their Standard lowered.*—Such was the state of the Schools on my return from an eight months tour in Europe, at the end of May, 1867. The Programme of Studies had provided to make the Grammar Schools High English Schools, (including French), and Elementary Classical Schools to prepare for the Professions and Universities, but the local Reports showed scarcely any admissions of either Boys, or Girls, from the Common School to the more advanced English Course prescribed for the Grammar Schools, but an unprecedented influx of Girls to learn Latin and Elementary English. The Reports of the able Inspector of the Grammar Schools showed that the attempt to make them High English Schools, as well as Classical, was an utter failure; that the Common Schools were regarded as better Schools for any branch of English education than most of the Grammar Schools; that the prestige and standard of a majority of the Grammar Schools were being reduced by the efforts to fill them with Girls, as well as Boys, in the elementary subjects, in order to augment their income, without the shadow of a pretension, or claim, to teach the higher subjects of an English education to either Boys, or Girls, or even to give a sound English education at all.

8. *Counteracting Efforts of the Department.*—In apportioning, early in 1867, the Grammar School Fund for the year, on the basis of average attendance in the prescribed course, the Department was perplexed by this new and startling aggregation of Girls returned as classical pupils, and not willing to ignore their attendance, and yet feeling that it was a novel application of the Fund, intended wholly for Classical and High English education for the Professions of the University, decided for that year, until further steps could be taken, to recognize the classical attendance of two Girls as equal to that of one Boy. Had this not been done, some of the most efficient Grammar Schools, in which no Girls had been induced to learn Latin, would have been crippled in their funds. The Official Report of 1866 of the Inspector of Grammar Schools portrayed a state of things which I felt ought not to be perpetuated, and I determined to prepare a Paper on the whole question, and submit it to the first Law Officer of the Crown for his opinion and advice to guide me in my action for 1868. My Letter on the subject to that Officer, I believe, was the subject of much consultation, as well as of long deliberation.

To this Letter I received the following reply from the Honourable the Attorney General.

"The provisions of the law on the subject of your Letter as expressed in the Seventh Section of the Grammar School Improvement Act, 29 Victoria, Chapter 23, are as follows:—

"The apportionment payable half-yearly to the Grammar Schools shall be made to each School conducted according to law upon the basis of the daily average attendance at said Grammar Schools of Pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

"Your Letter contains, besides an extract from the prescribed Course of Study for Grammar Schools, adopted by the Council of Public Instruction, comments of your own bearing upon the question which are so exactly in accordance with the views which I have always entertained as to the impropriety of permitting Girls to be received in Grammar Schools, that I have only to add that my interpretation of the Grammar School Act, in relation to the question submitted by you, is that Boys alone should be admitted to those Schools, and that, consequently, the Grammar School Fund was intended for the classical, mathematical and higher English education of Boys.

"Toronto, May 7th, 1867. J. S. Macdonald."

9. *Conviction against Educating large Girls and Boys Together.*—It will be seen by the foregoing Letters that my own convictions are against the education of Boys and Girls, (especially large Boys and Girls,) together in the same School. Whether I am right, or wrong, in my convictions, they are of long standing. In 1841, as above stated, when the Pesidency of Victoria College was offered me, I declined any official connection with that Institution, unless the female department, (which had been connected with it since its establishment as the Upper Canada Academy in 1834,) were discontinued. At that time the attendance of Girls as well as Boys at such Institutions was common in the Northern States. But, in 1842, the female department in connection with Victoria College was abolished, and I am persuaded, that no party connected with that Institution would consent to the re-admission of Girls with the Boys, even in the preparatory department, which existed until the last year, or two. The experience and observations of the last twenty-five years have only strengthened the convictions which I so strongly expressed in 1841 and 1842.

10. *Exceptional case of the Normal School explained.*—It is true that in the Normal School, female Teachers, as well as male, are trained. But this was not so at the beginning, and it only became so from the necessity of training female Teachers, and the impossibility of establishing a second Normal School for that purpose. In the next place, the attendance at the Normal School is for a professional purpose, and is brief—seldom exceeding two sessions, of five months each, during which time there is no intercourse whatever allowed between the sexes, not even a recognition in the streets, a rule, the infraction of which, is followed by removal from the Institution. Whenever a second Normal School is established, then the one School will doubtless be for the training of male Teachers, and the other for the training of female Teachers,—as is done in the State of Massachusetts, and in the Cities of Boston and New York. But of the two Model Schools connected with our Normal School, the one is a Girls' school, where the female Students in the Normal School observe and practise teaching, and the other is a Boys' Model School, where the male Students in the Normal School observe and practise teaching.

11. *The Common Schools are also Exceptional—Reasons.*—In the Common Schools throughout the Country, there is scarcely any choice but to educate Boys and Girls together,—the Schools being elementary, the population sparse, the Pupils and their Parents being acquaintances as well as neighbours; and there seldom being a second Room, or second Teacher in the Girls' department. Nevertheless, the Common School Law provides for the establishment of a second, or Girls' School, (in the rural Sections), when desired. But, in the Cities and many of the Towns, there is a Girls' department, as well as a separate play yard for the Girls. I am persuaded that in every Village, where there are two Common Schools, it would be a great economy and improvement on all sides, if one of the Schools was for Girls and the other for Boys. The law provides for this being done, and authorizes Boards of Trustees in Cities, Towns and Villages to establish any kind, or description, of Schools they please. Apart from other considerations, there are many things that Girls should be taught and ought to learn that are not needful for Boys, (as is the case in our Girls' Model School here); and, on the other hand, there are things which Boys should be taught and learn not needful for Girls. In the two School model Cities in the United States,—Boston and New York,—the mixed Schools for Boys and Girls are chiefly the primary schools, while the intermediate, (mostly called there "Grammar Schools,") and High Schools are, with few exceptions, respectively, Boys' Schools and Girls' Schools. In the last School Report for the City of New York, there is the following enumeration of the Schools:—

"Boys' and Girls' Separate in New York Schools.—There are under the jurisdiction of the Board of Education, in addition to the College, (formerly called "The Free Academy",) of the City of New York, and the Saturday Normal School for Teachers, 44 Grammar Schools for Boys, 44 for Girls, and 4 where both sexes are taught in the

same Department—50 Primary Departments, 38 Primary Schools, 6 Grammar and 7 Primary Schools for Coloured children, and 15 Corporate Schools, participating in the public money. There were also during the year ending with the 1st of October, last, 48 Evening Schools—26 for males and 22 for females."

Boys and Girls also Separate in Boston Schools.—The School Report of the City of Boston for 1864,—a large octavo Volume of 413 pages,—contains the following summary statement of the Schools of that City:—

"The Schools of all grades under the care and control of the City, at the present time, are one Latin School for Boys; one High English School for Boys; one High School and Normal School for Girls; twenty Grammar Schools, seven being for Boys, seven for Girls, and six for Boys and Girls; and two hundred and fifty-four Primary Schools for Boys and Girls."

Even in Boston, the most classical City in America, they have not got to the length of establishing a Latin School for Girls, or for making them Latin Pupils with the Boys, as is argued by some Grammar School Masters of our Country Towns and Villages. The City of Toronto stands on common ground with the City of Boston in this respect.

12. *Reasons for Discussing the Question now.*—But although my convictions as to the separate education of Boys and Girls have been strong and of long standing, I have deemed it premature and unadvisable to discuss the question in the elementary state of the Schools, the immaturity of the School System and the infancy of the Country. The facts, however, which the working of the Grammar Schools, during the last two years, has developed, and existing public discussions on the subject, have left me no discretion but to give the above formal explanation of my views, and to invite special attention to this aspect of our Public Schools. The Inspector of Grammar Schools devoted one part of his last year's report to the question of "Girls in the Grammar Schools." The eight years' experience of the Reverend Doctor Ormiston, as Grammar School Inspector, produced convictions in perfect accordance with those of his Successor, the Reverend G. P. Young, that the mixture of Boys and Girls in the Schools was injurious to them as Grammar Schools. The reasons are not any inferiority of capacity on the part of Girls; on the contrary, I believe the advantage is generally on their side in the acquisition of many kinds of knowledge in childhood and youth; but the reasons are such, with some exceptions, as are given by Mr. Young in his Report above referred to. Not a few Parents have objected to send their Boys, as well as Girls, to mixed Schools.

13. *Inferior character of Many Grammar Schools.*—The difficulty on the part of the Reverends Doctor Ormiston, and Mr. Young, as well as others, is the absence of other Institutions for the better education of Girls. But the painful fact is that a majority of Grammar Schools do not impart that better education, as is clearly shown in the Inspector's Reports. No one can read the facts and observations embodied in Mr. Young's Reports for 1866 and 1867, without being impressed with the conviction that the attendance of Girls at those Grammar Schools, where they are admitted, has greatly impeded, rather than promoted, their better education; and it is, on this ground, that I think other provision should be made for the better education of Girls. The union of Grammar and Common Schools has increased, instead of mitigating the evil.

14. *Legislation Now Required to Counteract Evils of the present System.*—I had intended to leave over for another year any further legislation on the subject of Grammar Schools; but recent discussing, my own convictions, and the facts developed in the last two Reports of the Inspector, appear to me to require the early attention of the Legislature to this department of our Public School System. The Reverend G. P. Young is an experienced Teacher and one of the ripest scholars in Canada, and a man of very great general ability. He has devoted his whole time during four years to an inspection of the Grammar Schools twice a year, and, at my request, to a most thorough investiga-

tion of their character and condition. His last two Reports are more the Reports of a School Commissioner on the state of the Schools and suggestions for their improvement, than the ordinary reports of a School Inspector

15. *Analysis of Inspector Young's admirable Reports of* 1866 *and* 1867.—The Reverend Mr. Young's last two Reports discuss the whole question of Grammar Schools. [They will be found in Chapter XIII. of the Tenth Volume of the Documentary History.] In the former of these Reports, Mr. Young, among others, discusses the following topics:—"Direction in which the Grammar Schools are Drifting;" "Degradation of the Common Schools;" "False show of Classical Studies in the Grammar Schools;" "Apportionment of the Grammar School Fund;" "Union Schools;" "Girls in Grammar Schools." In the latter of these Reports Mr. Young discusses with much research and ability the following topics: "A Classical Course of Study unsuitable for the great majority of Pupils attending our Grammar Schools;" "Defective character of the English education furnished in our Public Schools;" "English High Schools needed," with suggestions as to the admission of Pupils, the subjects and methods of teaching; "Way in which Morality might be taught in the English High Schools;" "Physical Science in the High Schools;" "Common Schools."

16. *Failure of most of the Grammar Schools as superior schools Demonstrated.*—I think Mr. Young has conclusively shown, that a majority of the Grammar Schools in no respect do the work of English High Schools, although a High English course is prescribed in their Programme of Studies; secondly, that many of them are not even worthy of the name of Common Schools, in regard to their elementary English teaching; thirdly, that, as Classical Schools they are, with some honourable exceptions, inefficient and useless—a waste of time and opportunity on the part of hundreds of Girls and of very many Boys; fourthly, that the union of Grammar and Common Schools is mutually injurious to each other,—the Common School Department being emasculated of every Pupil, both Boy and Girl, that can be squeezed into the Grammar School department, in order to augment the Apportionment. Of course, the majority of the Grammar School Masters took no part in these proceedings, and were not even present at them; and many of the Grammar Schools are pursuing their appropriate work to the utmost of their means and power. But that the great majority of them are making no progress whatever, and "drifting" in the direction of comparative inefficiency, is not only shown by Mr. Young's Reports, but by the Reports of previous Inspectors, especially those of the Reverend Doctor Ormiston, and particularly with regard to the working and effects of union Grammar and Common Schools.

17. Mr. Young has shown that the present system and relations of the Grammar Schools tend to "degrade" the Common Schools, as well as to render the Grammar Schools utterly inefficient, either as High English, or thorough Classical Schools. Even in Toronto, it has been objected to grade the Common Schools, by having one or more English High Schools, because it was alleged the Grammar School was properly the High School of the City. And this is the common objection against any attempt to establish Higher Common Schools in any of the Municipalities where there are Grammar Schools, for you find, as shown in Mr Young's reports, that even elementary English is not decently taught in many of the Grammar Schools, much less the elements of Natural History, Chemistry and Natural Philosophy, as well as the English Language and Literature, which should be embraced in the teaching of every superior English School.

18. *Important Changes in the System deemed Essential.*—This state of things ought not to continue. All possible attention and efforts, aided by the experience and example of the most enlightened Countries, have been directed in past years to organize and mature our Public School System, and to provide facilities for enabling the Country to educate its youth. It is now time to look into the interior of the Schools, to make them what they ought to be, and what the noble efforts of the people give them a right to expect and claim. When Grammar School legislation was proposed, more than fifteen

years ago, I urged the identifying of the Grammar with the Common School System in principle and management, as the proper means of providing accommodations and support for the Grammar Schools, and blending them with the sympathies, as well as interests, of the people. But this was thought to be too great a change, and that it was best to commence by organizing them into a System, with a certain amount of Municipal control, hoping thereby to secure Municipal support. The attempt has been faithfully made, and the result is seen. The Grammar Schools have still little or no hold upon the sympathies of the Country. It is with great difficulty that Municipalities can be induced to grant anything, much less ample means for their support; and in many instances there is unwillingness even to provide School-house accommodation for them. This is not so in regard to Common Schools. Means are readily forthcoming to erect and furnish Houses, which are often shown as the pride and glory of the Cities and Towns in which they are situated. It is not so with the Grammar Schools, with a few solitary exceptions.*

19. *Former Class Legislation—Its baneful effects still felt.*—Why this difference of public feeling in regard to the Common and Grammar Schools ? The reverse is the case in the neighbouring States. In Cities, Towns and Villages there, English, High Schools and Classical Schools are provided with more imposing accommodations, and shown, even with more pride, in some instances, than their Elementary Common Schools.

20. *Necessity for proposed changes in the System considered.*—The question now is, what shall be done ? Mr. Young, in his Report for 1866, does not propose any change in the Programme of Grammar School Studies, but he proposed the distribution of the Fund to the Schools, not according to average attendance of Pupils, but according to the average work done, or according to results, as ascertained by the examination of Pupils individually,—the system adopted by the Committee of Council of Education in the distribution of the Parliamentary Grant in England. This System,—the most equitable and thorough in perfectly classified subjects and Schools,—would require three Inspectors instead of one, increasing the expense of inspection three-fold, and, therefore, seemed impracticable on that ground, apart from other considerations arising out of the character and circumstances of the Schools. In Mr. Young's Report for 1867, he proposes to abolish the study of Latin, as a condition on the part of any Pupils attending the Grammar School. This is equivalent to abolishing them as Classical Schools; it is going back to the former state of things; it would make them Common English Schools, in more complete rivalship with the Common Schools, as no means in addition to those now existing are available to prevent the Grammar Schools from drawing away the ordinary Pupils from the Common Schools, or for rendering the English teaching in the Grammar Schools better than it is,—which Mr. Young shows to be generally most defective and inefficient. Agreeing, as I do, with Mr. Young, that Girls learning Latin, as advocated by some Masters of Grammar Schools, is an absurdity, and that the time devoted to the study of Latin and Greek by the greater part of Boys in the Grammar Schools, is a complete loss of labour and opportunity for the study of other subjects; I also agree with the learned President of Toronto University College, that it is a pure loss of time for any Boy to study Latin, or Greek, unless he does so thoroughly. I think the Grammar Schools should occupy a different relation from that which they have hitherto done, and perform a much more useful work. The Inspector's Reports show that in all past years some of the Grammar Schools having confined themselves to and performed their legitimate work with great efficiency, deserve strong and grateful commendation; it is equally evident from the same Reports, that a large majority of the Grammar Schools are little better than useless, as Classical Schools, as High English Schools, even as Elementary English Schools, much less as Schools of the elements of Natural Science.

21. *Summary of the Proposed Change in the Grammar School Law.*—I propose then, first, that the Grammar and Common Schools shall be under the management of the

*Provision was first made for the Grammar Schools in 1806; but nothing was done for the Common Schools until 1816—nine years afterwards—and only then as an experiment.

same Boards of Trustees in the Municipalities where they are situated, elected by the Ratepayers, as are the Common School Trustees now. Secondly, that the Grammar School Fund, like the Common School Legislative Grant, shall be apportioned, with proper limitations, and under suitable regulations, to the Municipalities according to population, and upon the same conditions as the Common School Grant, for the purposes of High Schools, in which the elements of Natural Science shall be taught as well as the higher subjects of English, according to a prescribed Curriculum, and in which the Classics shall be taught, or not, as the Local Boards of Trustees may desire. Then the Classical Schools, or classical departments, and the High English Schools, as well as the Common Schools, will be the creation, as well as glory and blessing, of the Municipalities themselves; the classification of the Schools, as well as the Pupils in them, will become natural and easy in all the Cities, Towns and Villages, and there will be no collision, or difference of management, or interest in the Schools from the lowest Primary School up to the highest English, or Latin, School.

22. *Two Examples of the Benefits of the proposed Changes.*—Formerly, there were two classes of Schools, and two Boards of School management in the City of New York, —the one Society Schools, and the other called Ward Schools. Between these two Boards and two classes of Schools there were perpetual rivalries and hostilities, until the Legislature reduced them to one System of Schools under one Board of Trustees; since which time there has been unity of action and interest, and the establishment of a System of Primary, Intermediate, or Grammar, Schools, High English Schools, and a Scientific, or Classical, Academy, or College, the pride of the City, and the admiration of Philanthropists and strangers. Down to within a recent period there were three Boards of School Management in the City of Boston—a Primary School Board, an Intermediate, or Grammar, School Board, and a High School Board. Between these Boards and the Schools under their management, there were constant rivalries and jealousies, and sometimes hostilities of a most injurious character. Upwards of ten years ago the Legislature passed an Act to amalgamate the three Boards into one, having the care of all the Schools in the City of Boston, to the great advantage of the Latin and High Schools, as well as of the Intermediate and Primary Schools. I propose the adoption of a similar system for the consolidation, economical management and improvement of our Grammar and Common Schools.

23. *What Benefits the proposed Changes will confer upon the Young.*—I think the tendency of the youthful mind of our Country is too much in the direction of what are called the learned Professions, and too little in the direction of what are termed industrial pursuits. It appears to me very important now that, as the principles and general machinery of our School System are settled, the subjects and teaching of the Schools should be adapted to develop the resources and skilful industry of the Country. And should "Options" in any case be necessary, the merely useful and ornamental should be made to yield to the essential and practical. . . . I think that it is essential that every child should know how to read and speak his own language correctly, to count readily and write well, to know the names and characteristics of the Flowers and Vegetables and Trees with which he daily meets; the Insects, Birds, and Animals of this Country; the nature of the Soils on which he walks, and the chemical and mechanical principles which enter into the construction and working of the implements of Husbandry; the machinery of Mills, Manufactures, Railroads and Mines; the production and preparation of the Clothes he wears; the Food he eats; the Beverages he drinks; and the air he breathes, together with a knowledge of the organs of his Body, the faculties of his Mind, and the rules of his conduct. The Mastery of these subjects for ordinary practical purposes is as much within the capacities of childhood and youth as any of the hundred things that children learn in the Streets and by the fireside, and to know them would contribute vastly more to the pleasures of social life, and skilled and varied industry, than the superficial tinsel of a Greek and Latin gathering, with homœpathic mixtures of imperfect English and guesses at Geography and History.

TORONTO, 16th September, 1868. EGERTON RYERSON.

BALANCE SHEET OF THE EDUCATION DEPARTMENT FOR THE YEAR ENDING 31ST DECEMBER, 1867.

Names of the different Accounts.	Receipts.					Expenditure.				
	Balance on hand 1st January, 1867.	Receipts during the year.	Warrants from Finance Department.	Overexpended 31st December, 1867.	Total Receipts.	Overexpended 1st January, 1867.	Payments by cheque during the year.	Deposited to credit of the Provinces.	Balance unexpended 31st December, 1867.	Total Expenditure.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1. Common Schools	1,557 00	....	161,372 00	....	162,929 00	....	162,144 00	153 00	632 00	162,929 00
2. Separate Schools	4,938 77	....	8,628 00	....	13,566 77	....	9,529 18	33 29	4,004 30	13,566 77
3. Poor Schools	13 00	14 00	1,200 00	....	1,227 00	....	869 00	119 00	239 00	1,227 00
4. Normal and Model Schools	1,745 48	4,826 09	21,000 00	....	27,571 57	....	22,284 95	3,958 05	1,328 57	27,571 57
5. Libraries, Maps and Apparatus	....	23,217 06	32,032 40	....	55,249 46	1,344 99	30,501 16	23,217 06	186 25	55,249 46
6. Superannuated Teachers	2,048 82	205 00	6,500 00	....	8,753 82	....	6,314 71	485 24	1,953 87	8,753 82
7. Library and Museum	12,261 68	1,967 62	1,500 00	184 39	15,913 69	....	13,010 41	2,903 28	....	15,913 69
8. Journal of Education	418 35	118 95	1,900 00	....	2,437 30	....	1,975 76	345 54	116 00	2,437 30
9. Grammar School Inspection	....	....	2,000 00	02	2,000 02	....	2,000 02	....	....	2,000 02
10. Grammar Schools	26,847 00	....	55,294 00	....	82,141 00	....	55,046 00	155 00	26,940 00	82,141 00
	49,830 10	30,348 72	291,426 40	184 41	371,789 63	1,344 99	303,675 19	31,369 46	35,399 99	371,789 63

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS IN ONTARIO FOR THE YEAR 1868.

To His Excellency the Honourable William Pearce Howland, C.B., Lieutenant Governor of the Province of Ontario:

MAY IT PLEASE YOUR HONOUR,

As required by law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario for the year 1868.

An examination of the Statistical Tables will show that while there has been no increase in the amount of Legislative aid to Common Schools, there has been a large increase in the aid derived from local sources—an increase nearly twice as large as that which has taken place during any one year since the establishment of the School System—an increase of $118,997 ($53,027 of this increase having been applied to increase the salaries of Teachers)—being an increase of $57,633 more than the increase of the preceding year (1867), though the increase of 1867 was $62,970 in advance of the year 1866. This is the result of the local voluntary acts of the people themselves, and not the result of any additional appropriations on the part of the Legislature.

The whole amount provided for Common School purposes for the year 1868 was $1,789,332, of which the Legislative appropriation amounted to only $171,987, the sum of $1,617,345 being provided by local effort.

It is also worthy of remark that the increase of pupils in the Common Schools is nearly twice as large as that of the preceding year. The increase of pupils in the Schools for 1867 was 10,748; the increase the last year is 18,256—the whole number of pupils in the Schools being 419,899.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS IN 1868.

1. The amount received and apportioned from the Legislative Grant, for the salaries of Teachers in 1868, was $171,987—decrease, $554. The amount apportioned for Maps, Globes, Prize Books, Apparatus, and Libraries, was $13,730—decrease, $880.

2. The Legislative Grant is apportioned to each Municipality according to population (but distributed to each School Section according to average attendance of pupils, and the length of time each School is kept open), upon the condition that such Municipality provides, at least, an equal sum by local assessment; but each Municipality is empowered to assess and collect as large an additional sum as it may think proper, for the education of youth within its jurisdiction. The amount of School Fund provided by Municipal assessment for 1868 was $362,375—increase, $10,501; and by voluntary act, in excess of the Legislative Grant, $190,388. This, together with the item which follows, exhibits the progress and strength of the real feeling of the country in regard to the eductaion of its youth.

3. *Trustees' Rates on Property.*—Each Township is divided by the Municipal Council into School Sections of from two to four miles square each. Three Trustees are elected by the Rate-payers as a School Corporation for each Section. The Trustees hold office for three years—one going out of office and a successor elected each year. Vacancies in the School Corporation, when they occur from other causes, are also filled up by election. The Trustees of each Section have the same discretionary power as each Township, or County Council, to provide by rate on property for their School purposes. The amount thus provided by Trustees' rate on property, (in addition to the Municipal Council Assessment of $362,375), was $855,538—increase, $55,829. This indicates the feeling and efforts of the people in the Separate School divisions for the education of their

children, while the aggregate amount of Municipal Assessment exhibits the state and progress of public feeling in regard to the general education of the country, as both rates are local and voluntary.

4. *Trustees' Rate-bills on Pupils.*—Whether a School shall be wholly supported by a rate on property, and, therefore, free to all residents from five to twenty-one years of age, with fee from any pupil; or whether the School shall be supported partly by fees or Rate-bills (the law not allowing a Rate-bill or fee to exceed twenty-five cents per month for each pupil), is determined by the Ratepayers at each annual Meeting, or at a special Meeting called for that purpose. In Cities, Towns, and incorporated Villages the elected Boards of Trustees determine whether the School shall be free or not. A decrease in the amount of Rate-bills, or fees, indicates an increase of Free Schools. The amount of Rate-bills for 1868 was $50,869—decrease, $327. At the School Convention of every County, held in February and March of the current year, a desire was expressed by resolution that all the Common Schools should be made free by law.

5. *The Clergy Reserve, or Municipalities, Fund* is placed by law at the discretionary disposal of the Municipalities, and many of them have nobly applied their share (apportioned according to the number of rate-payers) to School purposes. The amount thus granted by Municipalities for School purposes from distributed balances of this fund, was $334,830—increase, $54,429.

6. Total amount of moneys provided for Common School purposes in 1868 was $1,789,332—increase, $118,997; the largest increase by $57,027 that has ever taken place in any one year since the establishment of the School System.

The Expenditures on behalf of the Common Schools in 1868 were:—

1. For salaries of Teachers, $1,146,543—increase, $53,027.
2. For Maps, Globes, Apparatus, Prize Books and Libraries, $31,159—decrease, $196.
3. For sites and building of School-houses, $186,309—increase, $37,114.
4. For rents and repairs of School-houses, $54,610—increase, $3,975.
5. For School Books, Stationery, Fuel and other expenses, $169,813—increase $21,325.
6. Total expenditure for all Common School purposes, $1,588,434—increase, $115,246.
7. Balances of School moneys not paid at the end of the year when the returns were made, $200,897—increase, $3,751. Grand total for the year 1868, $1,789,332—increase, $118,997.

II. Table B.—School Population, Pupils attending Common Schools, Different Branches of Instruction.

An old statute still requires the returns of School population to include children between the ages of five and sixteen years; but the School law confers the equal right of attending the schools upon all residents between 5 and 21 years of age.

1. School population (including only children between the ages of 5 and 16 years), 464,315—increase, 16,589.

2. Pupils between the ages of 5 and 16 years attending the Schools, 397,792—increase, 17,281. Number of pupils of other ages attending the Schools, 22,107—increase, 975. Total number of pupils attending the Schools, 419,899—increase, 18,256.

3. The number of boys attending the Schools, 221,807—increase, 8,788. The number of Girls attending the Schools, 198,092—increase, 9,468.

4. Number reported as indigent pupils, 3,671—decrease, 758.

5. The Table is referred to for the reported periods of attendance of pupils, and the number in each of the several subjects taught in the Schools.

6. The number of children reported as not attending any School, was 37,052—decrease, 2,463. It is to be hoped that this ominous and humiliating item will soon

disappear through the Christian and patriotic exertions of the people at large, aided by the contemplated and universally desired amendments in the School law on the subject of compulsory education.

III. TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS, 1868.

1. *Number of Teachers, Male and Female.*—In the 4,480 Common Schools reported, 4,996 Teachers have been employed—increase, 106; of whom 2,777 were male Teachers—decrease, 72; and 2,219 were female Teachers—increase, 178.

2. *Religious Persuasions of Teachers.*—The Teachers are reported to be of the following persuasions:—Church of England, 811—increase 16; Church of Rome, 563—increase 11; Presbyterians (of different classes), 1,564—increase, 22; Methodists (of different classes), 1,506—increase 91; Baptists (of different classes), 271—increase, 5; Congregationalists, 55—decrease 10; Lutheran, 23—decrease 1; Quakers, 10—decrease 5; Christians and Disciples, 42—decrease, 1; reported as Protestants, 103—increase, 30; other persuasions, 16—decrease, 13; not reported, 29—decrease, 42.

N.B.—Of the 563 Teachers of the Church of Rome, 327 of them are Teachers in the Public Common Schools, and 236 are Teachers in the Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed Teachers reported is 4,882—increase, 143; Normal School Provincial Certificates, 1st class, 257—increase, 19; 2nd class, 347—decrease, 16; County Board Certificates, 1st class, 1,753—increase, 92; 2nd class, 2,184—increase, 93; 3rd class, 341—decrease, 45; unclassified, 114—decrease, 37. Certificates annulled, 10—decrease, 9.

4. Number of Schools in which the Teachers were changed during the year, 695—decrease, 86.

5. Number of Schools having more than one Teacher, 302—increase, 23.

I am thankful to be able to note from the returns an increase of $53,027 in the aggregate sum of $1,146,544 paid to Teachers during the year—the whole increase arising from local contribution. This increase does not seem to have made any addition to the highest or average salaries of Teachers, but only in paying a little more to the lowest paid class of Teachers. The highest salary paid to a male Teacher in a County was $635; in a City, $1,300; in a Town, $1,000; in a Village, $600. The lowest salary paid to a male Teacher in a County was $100 (!!); in a City, $250; in a Town, $260; in a Village, $300. The average salary of male Teachers in Counties was $260,—of female Teachers, $188; in Cities, of male Teachers, $600,—of female Teachers, $228; in Towns, of male Teachers, $477,—of female Teachers, $224; in Villages, of male Teachers, $418,—of female Teachers, $193.

IV. TABLE D.—SCHOOL SECTIONS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS, 1868.

1. The whole number of School Sections reported, 4,555—increase, 59. The number of Schools open reported, 4,480—increase, 58. The number of Schools closed, or not reported, 75—increase, 1.

2. *Number of Free Schools.*—Schools supported entirely by rate on property, and which may be attended by all residents between the ages of 5 and 21 years without payment of fees—was 3,986—increase, 148. Number of Schools partly free—that is, with a Rate-bill of 25 cents or less per month—was 494—decrease, 90. I have remarked elsewhere that whether the Schools are free or not in the School Sections is decided by

a vote of the rate-payers at their annual school meetings—that a general wish has been expressed that the Schools be made free by law.

3. *School-houses.*—The whole number of School-houses reported, 4,502—increase, 55; of these, 733 are brick—increase, 54; 433 Stone—increase, 52; 1,785 Frame—no increase; 1,528 Log—decrease, 53; not reported, 23.

4. The whole number of School-houses built during the year was 171—increase, 31. Of these, 50 were Brick, 26 Stone, 65 Frame, 30 Log.

5. *Titles to School Sites.*—Freehold, 4,064—increase, 141; Leased, 321—decrease, 45; Rented, 100—decrease, 7; not reported, 17.

6. *School Visits.*—By Local Superintendents, 10,632—decrease, 273; by Clergymen, 8,492—increase, 202; by Municipal Councillors, 1,727—decrease, 8; by Magistrates, 1,949 decrease, 223; by Judges and Members of Parliament, 442—decrease, 107; by School Trustees, 19,903—increase, 648; by other persons, 38,797—increase, 3,482. Total School Visits, 81,942—increase, 3,721.

7. *Public School Examinations.*—The whole number of Public School Examinations was 7,143—decrease, 422; not two for each School, though the law requires that there should be in each School a public quarterly examination, of which the Teacher should give notice to Trustees and Parents of pupils, and to the School Visitors (Clergymen, Magistrates, etcetera), resident in the School Section. It may not, perhaps, be easy to keep up the interest of quarterly examinations in each School; but there should certainly be half-yearly Public School Examinations—the one before the Christmas holidays, and the other before the Midsummer vacation. It may be found necessary to withhold the apportionment of the School Fund from Schools in which this requirement of the law is not observed. Good Teachers do not shrink from, nor are indifferent to, Public Examinations of their Schools. They seek occasions to exhibit the result of their skill and industry; but incompetent and indolent Teachers shrink both from the publicity and labour attendant on Public Examinations of their Schools. The novelty and excitement connected with such Examinations twice a year, together with the tests of efficiency on the part of Teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on Parents, Pupils and Teachers, as well as on the interests of general and thorough Common School education.

8. *School Recitations.*—The number of Schools in which public recitations of prose or poetry by the pupils were practised, are 2,332—increase, 388. This exercise should be practised in every School, as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties have a happy influence upon the minds of pupils; and the more agreeable and attractive School labours, as well as School accommodations, can be made, the more successful and rapid will School progress become.

9. *School Lectures.*—By Local Superintendents, 2,684—decrease, 115; by other persons, 312—decrease, 56. Total, 2,996—decrease, 171. The Lectures delivered by others than Local Superintendents are, of course, voluntary; but the law requires that every Local Superintendent should deliver, during the year, at least one Lecture on education in each School Section under his charge. The number of Schools reported was 4,480; the number of Lectures delivered by Local Superintendents, as reported by themselves, was 2,684—1,796 less than the number of Schools reported, and 1,871 less than the number of School Sections reported. The statistical Table shows in which Counties this neglect of duty occurs. The state of the weather and other circumstances may, in some instances, prevent the discharge of this duty, but cannot account for its failure in more than fifteen hundred School Sections. It is to be hoped that

neglect of duty in this respect may not be an index of its neglect in other respects. The practice of giving Lectures on various subjects is every year becoming more general and popular. It would be singular, indeed, if one Lecture once a year in each School Section, on some branch of educational progress, could not be made instructive and popular.

10. *Time of Keeping the Schools Open in* 1868.—The average time of keeping the Schools open, including Holidays and Vacations, was eleven months and five days—increase two days; almost twice the average time of keeping open the Common Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts. The legal Holidays and Vacations include about a month of the year—a much less time than is allowed for School Holidays and Vacations by our American neighbours, and less than what nearly every person in most pursuits of life takes for purposes of recreation, travelling, and visiting. A larger vacation during hay and wheat harvest is generally desired, as expressed by County School Conventions, in accordance with the recommendation of a Select Committee of the Legislative Assembly; and such an arrangement will, I am persuaded, be a great convenience to the country, and no detriment to the Schools, as the attendance at School during that period is extremely small and irregular, and, therefore, injurious in its influence upon both Teacher and the School, apart from other considerations of health and labour.

11. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been given to reward and encourage meritorious pupils, is 1,521—decrease, 126; a fact mainly attributable to the want of intelligence and fairness in the principles and manner of distributing these prizes in many instances. In some cases it may be ascribed to the same causes which have led to a decrease in the Public Examinations of Schools—on which I have remarked in another place—the want of competence and industry in Teachers—the not carefully attending to and recording the individual conduct and progress of the pupils, and, therefore, the absence of the data essential to an impartial and intelligent distribution of prizes to pupils. In other cases, there has been a desire to give something to every pupil, without reference to either conduct or progress, in order that none might complain, thus defeating the very object, and rejecting the principle for and on which the system of prizes is established, and on which the Divine Government itself is based— rewarding every one according to his works.

What I have said elsewhere, I may repeat here, that it requires intelligence and care, as well as impartiality on the part of the Teachers, sustained by the Trustees, to give full and beneficial effect to this system of encouraging diligence and good conduct among Pupils, and multiplying entertaining and instructive Books among the most promising youth of the land. Some Teachers, wanting in one or both of these qualities, are not favourable to the distinctions which rewards involve between the Pupils, but wish to preserve the dead uniformity of indifference between the diligent and the idle, the regular and the irregular, the obedient and the disorderly. The common reason assigned is, that the distribution of prizes excites feelings of dissatisfaction, envy and hatred, in the minds of the Pupils who get no Prizes. The answer is, that if the distribution of Prizes is decided fairly according to merit, there can be no just ground of dissatisfaction; and facilities are provided to determine the merit of punctuality, of good conduct, of diligence, of proficiency, on the part of each Pupil during each term of the year—a fourfold motive to exertion and emulation in everything that constitutes a good pupil and a good School. But the indifferent and flagging Teacher does not wish such a pressure to be brought to bear upon his every day teaching and attention to everything essential to an efficient School; nor does he desire the test of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the School. The objection that the distribution of Prizes to deserving pupils excites the envy and hatred

of the undeserving, is a convenient pretext to protect and permit incompetence and indifference on the part of the Teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath (that is, improves what he hath), shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order of administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary teachers, and the envious murmurings of negligent pupils and their misguided friends.

V. Table E.—Prayers and Reading of the Scriptures in Schools, Text Books, Maps and Apparatus, 1868.

1. *Prayers and Reading of the Scriptures.*—Of the 4,480 Common Schools reported, the daily exercises were opened and closed with prayer in 3,035—increase, 39. No child can be compelled to be present at any Religious instruction, reading, or exercise, against the wish of his Parents, or Guardians, expressed in writing. The Religious instruction, reading and exercises are, like Religion itself, a voluntary matter with Trustees, Teachers, and Parents, or Guardians. The Council of Public Instruction provides facilities, even forms of Prayer, and makes recommendations on the subject, but does not assume the authority of enforcing or compelling compliance with these provisions or recommendations. In some of the Schools the reading and prayers are according to the Roman Catholic Church; but those exercises are generally Protestant. The fact that Religious exercises of some kind are voluntarily practised in 3,061 out of 4,480 Schools indicates the prevalent Religious feelings and principles of the country; although the absence of such Religious exercises in a School does not indicate the absence of Religious principles or feelings in the neighbourhood of such School. There are many Religious persons who think the day School, like the farm fields, is the place of secular work, the Religious exercises of the workers being performed in the one case, as in the other, in the home habitation, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, as well as most free and prosperous in a country, it is gratifying to see the Public Schools avowedly impregnated with them to so great an extent.

2. *Text-Books.*—In my last report I explained the measures which had been adopted, and the course pursued step by step, to secure, in accordance with both public feeling and public interests, a uniform series of Text-Books for the Schools, and the almost complete success which had been the result. I also stated the steps which had been taken to prepare and introduce a new series of Canadian National School Readers, the

use of which was made only recommendatory until the beginning of the current year. But the new series of Readers were so popular, and considered so great an improvement upon the old series, that the Trustees and Teachers, as if by common consent, abandoned forthwith the old, and adopted the new series before the close of the year; the old Irish National Readers having been discontinued in 3,942 Schools, and the new series of Canadian National Readers introduced into no less than 4,054 Schools—an authorized but voluntary change in Text-Books in a single year to an extent unprecedented in any country, and which is the strongest popular endorsation possible of the new series of Canadian National Readers, and of the measures adopted to bring them into general use.

I am happy to be able to say that arrangements have been completed by which a threefold object will be attained in respect to Text-Books in all branches of instruction in the Public Schools. *First*, one uniform series of Text-Books, thus ending and avoiding the evils connected with the use of an endless diversity of Text-Books; *secondly*, due remuneration of the authors of such Text-Books; *thirdly*, securing accuracy and uniformity in the printing of such Books, a proper standard of excellence in their paper and binding, and at the same time preventing monopoly, and encouraging competitive skill and enterprise in their publication.

This will appear from the Regulations on this subject, matured during the past two years, and finally adopted by the Council of Public Instruction in April of the current year, and which are as follows:—

1. In regard to those Publishers and Printers who have transferred, or may hereafter transfer, to the Chief Superintendent of Education, and to the control of the Council, the copyright of School Text-Books which have been, or may be, approved and authorized by the Council, it is deemed right and best for the encouragement of Authors, and the maintenance of a proper standard in the mechanical execution of the Books, that the Chief Superintendent of Education should not sanction, or countenance, for at least twelve months after the authorization of such Text-Books, the reprinting of them by any other than the party who has incurred the expense and responsibility of preparing and printing the first edition of such authorized School Text-Books.

2. It is regarded by the Council as a duty in their acceptance of, and subsequent action respecting the copyright of any Book authorized by them to be used in the Public Schools, to secure the interests of the public by the issue of a good and suitable edition at a reasonable price, and at the same time to provide, so far as they properly can, for the adequate remuneration of both Author or Editor and Publisher.

3. The interests of the public are sufficiently secured by the existing arrangements, that no Book or new edition shall be authorized by the Council without their previous examination and approval of matter, paper, typography, binding and price.

4. The interests of the Publisher are also sufficiently provided for by the arrangement that he shall have exclusive rights for at least one year.

5. With a view to the adequate remuneration of the Author or Editor, and the encouragement of the preparation of literary or scientific works by Canadians, no extension of time shall be granted, nor any new or revised edition sanctioned or permitted without payment by the Publisher for the privilege; the amount and mode of such payment to be determined by Arbitrators, one to be selected by the Council of Public Instruction, one by the Publisher, and an Umpire, if required, to be selected by the two previously appointed. Such Arbitrators shall also decide whether all or a portion, and if a portion, what portion, shall be paid to the Author, or Editor, for the new or revised edition, even though the latter shall have been prepared by another Editor specially employed for the work.

6. In the case of several Publishers wishing to publish a new, or revised, edition, each shall pay the same amount.

7. The payment of the said Arbitrators shall be divided equally between the Author, or Editor, and the Publisher, or Publishers.

8. In those cases in which works that are not portions of a series are approved by the Council before publication, tenders shall be invited by public advertisement, from Publishers within Canada, for the purchase of the exclusive right of publishing for at least one year, such tenders to state the retail price at which copies will be sold, and also whether the whole, or if only part, what part of each book will be executed within the Dominion.

9. New or revised editions shall not be published, or advertised, under the designation of new or revised editions until such date as may have been approved by the Council, and communicated to the Publisher, or Publishers.

10. Each Publisher of a new or revised edition shall give security, himself in $2,000, and two sureties in $1,000 each, guaranteeing that such edition, when completed, shall be, including each separate copy, in accordance with the official standard copy. The necessary bonds shall be prepared at the expense of the Publishers, and executed before permission to print, or advertise, the new or revised editions.

11. Before the receipt of the final authorization from the Council, satisfactory provisions must have been completed relative to the payment of the Author, or Editor.

12. All new or revised editions, after January 1st, 1870, shall be printed in Canada, on paper made in the Dominion, and shall also be bound therein.

I may add, as appears from the Table, that the authorized Text-Books only are used in nearly all the Public Schools, the exceptions being less than 100. Thus, what educationists of all countries have laid down as of the highest importance—uniformity of Text-Books in the Public Schools of the same class—has been peaceably accomplished in Ontario; and these Books, together with the Maps, Globes, and other School Apparatus, already nearly all of domestic manufacture, and will be entirely so after the close of the current year. The list of authorized Text-Books, so far as completed, is given in the appendix to this Report.

3. *Maps, Globes, and other Apparatus.*—The number of Schools using Maps is reported as 3,530—increase, 55. The whole number of Maps, 26,812—increase during the year, 882. The number of Globes is 1,234—increase, 87. The number of Blackboards, 4,253—increase, 28. Sets of Apparatus, 359—increase, 34. Tablet lessons, 1,168—increase, 71. Magic Lanterns, 64—decrease, 11. The Maps and Globes and most of the other school apparatus are now of Canadian manufacture.

VI. Table F.; Roman Catholic Separate Schools in 1868.

1. The number of Roman Catholic Separate Schools in 1868 was 162—increase during the year, 1.

2. *Receipts.*—The amount received, apportioned and paid by the Chief Superintendent in 1868 from the Legislative Grant to Separate Schools, according to average attendance, as compared with that of the Public Schools in the same Municipalities, was $9,144—decrease, $385. The amount apportioned and paid for the purchase of Maps, Prize-Books, and Libraries, upon the usual condition of an equal sum being provided from local sources, was $472—increase, $8. The amount of school rates from the supporters of Separate Schools was $30,558—increase, $3,776. The amount subscribed by supporters of Separate Schools and from other sources, was $15,277—increase, $3,424. Total amount received from all sources was $55,452—increase, $6,823.

3. *Expenditures.*—For the payment of Teachers, $38,845—increase, $4,015. For Maps, Prize-Books, Apparatus and Libraries, $1,157—increase, $117. For other school purposes, $15,448—increase, $2,690.

4. *Pupils.*—The number of pupils reported as attending the Separate Schools was 20,594—increase, 1,670.

5. The average time of keeping open the Separate Schools, including legal Vacations and Holidays, was 11 months.

6. The whole number of Teachers employed in the Separate Schools was 236—increase, 26. Of these, 94 were male Teachers—increase, 12, and 142 female Teachers—increase, 14.

7. The same Table shews the branches taught in the Separate Schools, and the number of pupils in each—exhibiting a gratifying increase in the higher subjects.

General Remarks.—1. It is proper for me to repeat the remark that the Public Schools of Ontario are non-denominational. Equal protection to every Religious persuasion. No child is permitted to be compelled to receive Religious instruction, or attend any Religious exercise, or reading, against the wishes of his Parents, or Guardians, expressed in writing. I have known no instance of proselytism, nor have I received during the year a single complaint of interference with Religious rights so fully secured by law.

2. According to the returns of the Religious denominations of Teachers, as seen in Table C., there were 563 Teachers of the Common Schools, Roman Catholics. Of these 236 taught in the Separate Schools; and 327, (91 more than in the Separate Schools), were Teachers of the non-denominational Common Schools—an illustrative proof of the absence of exclusiveness in the local, as well as executive, administration of the School System, and for which, did the feeling exist, a plea might be made, on the ground that formal provision is made for Separate Roman Catholic Schools—then, according to the General Census, of the 464,315 children between the ages of 5 and 16 years, at least 70,000 of them must be the children of Roman Catholic parents. Of these, only 20,594 attended the Separate Schools; the rest are taught in the Public Common Schools, of the Teachers of which no less than 327 are Roman Catholics; and yet not a complaint has been made of even an attempt at proselytism or of interference with Religious rights guaranteed by law.

3. Notwithstanding these facts, the Legislature has made provision for the establishment of Separate Schools for any Roman Catholics who may desire them. In 1863, the Legislature of United Canada passed a Separate School Act which was accepted by the authorities of the Roman Catholic Church as a final settlement of the question, as far as it related to Upper Canada; and that Act was made by the Imperial Parliamentary Act of Confederation the basis of settling the relations of Protestants and Roman Catholics in Lower Canada, now the Province of Quebec. The Quebec Legislature has, in a liberal and patriotic spirit, passed an Act by which the Protestant minority are placed in all respects upon equal, and, in some respects, upon better footing than are the Roman Catholic minority in Ontario; although it must be remembered that the Schools of the minority in Quebec are not non-denominational, as in Ontario, and the minority there have not equal protection and advantages in regard to both Teachers and pupils in the Schools of the minority, as in Ontario. But I desire to express here my grateful and unqualified admiration of the enlightened and Christian spirit in which the Legislature and Government of Quebec, under the premiership of the Honourable Mr. Chauveau, have dealt with the Protestant Separate Schools Question in that Province.

VII. Table G.—The Grammar Schools—Receipts, Expenditures, and Pupils in 1868.

Receipts.—The amount of balances from the preceding year, (that is, of moneys not paid on the 31st of December, 1868), was $10,482—increase, $1,101. The amount of Legislative Grant apportioned and paid was $53,190—decrease, $501. The amount apportioned and paid for Maps, Prize-Books, etcetera, was $862—decrease, $8. The amount of Municipal Grants in support of Grammar Schools was $34,182—decrease, $4,926. The amount of fees of pupils was $16,684—increase. $1,078. Balances of the preceding year and other sources, $13,787—decrease, $2,134. Total receipts for 1868, $129,189—decrease,

$5,389. There appears a decrease under every head of receipts, except that of tuition fees.

Expenditures.—For salaries of Masters and Teachers, $95,848—increase, $1,028. For Building, Rent, and Repairs of School-houses, $10,267—decrease, $8,923. For Maps, Prizes, and Libraries, $2,184—increase, $46. For Fuel, Books, and Contingencies, $9,346—increase, $1,314. Total expenditure for 1868, $117,646—decrease, $6,533. Balances of moneys not paid at the end of the year, $11,542—increase, $1,144.

Number of pupils attending the Schools, 5,649—decrease, 47. The number of Schools, 101.

VIII. Table H.—Number of Pupils in the Various Branches of Instruction, and Miscellaneous Information, 1868.

This Table shows both the subjects taught and the number of pupils in such subjects in each of the Grammar Schools, the names, Collegiate Degree, or Certificate of the Head Masters, and the number of Teachers employed in each School.

Schools in which the Bible is used, 63—increase, 2; Schools in which there are daily Prayers, 87—increase, 3; Schools under united Boards of Grammar and Common School Trustees, 67; number of Maps in Schools, 1,654—decrease, 27; number of Globes in Schools, 144—increase, 2; number of pupils matriculated into some University, 84—increase, 28; number of Masters and Teachers employed in the 101 Schools, 161—increase, 2.

IX. Table I.—Meteorological Observations in 1868.

The reports of these observations—provided for by Section 26 of the Consolidated Grammar School Act, and Section 11 of the Grammar School Improvement Act—were given very fully in my Report for 1867. The official records are complete for 1868, with the exception of some temporary suspension at two or three stations, occasioned by a change of Observers, and accidents to the instruments, which, with one exception, have since been remedied. A table of certain annual results is subjoined, and in Table I. the monthly abstracts are given. The remarks by observers are filed in the Office for inspection, and, if required, for future publication. The Observers continue to discharge their duties with accuracy and diligence, the result being the collection of a most valuable series of data for the scientific enquirer, while the practical importance of such statistics is generally admitted. The Table I. and the corresponding Tables for 1866 and 1867, give the best available illustration of the climate of the Province.

X. Table K.—Normal and Model Schools in 1868.

The object of the Normal and Model Schools is, therefore, to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him theoretically and practically, how to do the work of his profession. No inducements are held out to any one to apply for admission to the Normal School, except that of qualifying himself or herself for the profession of teaching; nor are any admitted except those who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession. Nor is any candidate admitted without passing an entrance examination in writing, equal to what is required for an ordinary second-class certificate by a County Board. The majority of candidates are those who have been Teachers and who possess County Board Certificates of qualification—many of them first-class certificates. The table shows that of 5,397 Candidates admitted to the Normal School in twenty years, 2,712 of them had been Teachers.

The Model Schools (one for boys and the other for girls, each limited to 150 pupils, each pupil paying one dollar a month, while the Common Schools of the City are free) are appendages to the Normal School, and are each under the immediate charge of three teachers who have been trained in the Normal School, and overseen and inspected by the Masters of the Normal School. The Head Master of the Normal School includes in his instructions a series of Lectures on School Government, teaching, etcetera; and the Deputy Superintendent of Education delivers a short course of lectures to the Normal School Students on the School Law, and their duties and modes of proceeding respecting it.

Table K gives the gross number of applications, attendance of pupils, Certificates, and other particulars respecting them, during the twenty years existence of the Normal School, and the Counties whence the Students have come; also the Religious persuasion of the Students.

XI. Table L.—Other Educational Institutions in 1868.

As the Common and Grammar Schools are only a part of our educational agencies, the private Schools, Academies, and Colleges must be considered in order to form a correct idea of the state and progress of education in Ontario. Table L contains an abstract of the information collected respecting these Institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are sixteen Colleges (several of them University Colleges), with 1,930 Students; 282 Academies and Private Schools, with 6,655 Pupils. Total Colleges, Academies, and Private Schools, 298—decrease, 30. Total students and pupils, 8,585—decrease, 88.

XII. Table M.—Free Public Libraries in 1868.

1. These Libraries are managed by Local Municipal Councils and School Trustees as explained in my last year's Report.

2. This Table contains three statements; *First*, of the Municipalities which have been supplied with Libraries or additions during the year 1868; *Second*, the Counties to which Libraries have been supplied during the past and former years, and the value and number of volumes and other Public Libraries; *Third*, the number of volumes, and subjects of them, which have been furnished as Libraries and Prize-books to the several Counties each year from the commencement of the system.

3. (*Statement No.* 1.) The number of Libraries that have been established, or received additions during the year 1866, is 61. The amount expended for that purpose is $4,420, of which the one-half has been provided from local sources—increase, $1,015. The number of volumes supplied was 6,573—increase, 1,147.

4. (*Statement No.* 2.) The value of Public Libraries furnished to the end of 1868 (of which the one-half has been provided from local sources) is $127,474; the number of Libraries established, not including divisions, 1,070; the number of volumes furnished, 227,610. The Table gives the reported number of volumes taken out of the Libraries in each county, and the number of applications for Books during the year 1866.

5. *Sunday School Libraries* reported, 2,202—increase, 63; number of volumes in these Libraries, 326,937—increase, 2,115. *Other Public Libraries*, 384—no increase reported; number of volumes in these Libraries, 173,680—increase, 150. Total number of Public Libraries in Ontario, 3,656—increase, 98. Total number of volumes, 728,227—increase, 8,838.

6. (*Statement No.* 3.) This important Statement contains the number and classification of Public Libraries and Prize-books sent out from the Depository of the Department from 1853 to 1868 inclusive. The total number of volumes for Public Libraries sent out is 231,220. Prize-books, 388,137. Grand total of Library and Prize-books (including 9,268 volumes furnished to Mechanics' Institutes), 628,009.

XIII. Table N.—Summary of the Maps, Apparatus, and Prize Books Supplied to the Counties, Cities, Towns, and Villages during the Year.

1. The amount expended in supplying Maps, Apparatus, and Prize-books for the Schools—the one-half provided from local sources—was $25,923—decrease, $2,346. For details, the Table is referred to; but the number of Maps of the World, Europe, Asia, Africa, America, British North America and Canada, Great Britain and Ireland, Single Hemispheres, Classical and Scriptural Maps, other Charts and Maps, was 1,625. Globes, 101; Sets of Apparatus, 54; other articles of School Apparatus, 296; Historical and other Lessons in sheets, 4,694; volumes of Prize-books, 54,715.

2. It may be proper to add that the Maps, Apparatus, and Prize-book branch of the School System was not established until 1855. From that time to the end of 1868, the amount expended for Maps, Apparatus, and Prize-books (not including Public Libraries) was $239,768—the one-half of which has been provided from local sources, from which all applications for the articles provided have been made. The number of Maps of the World furnished is 2,190; of Europe, 3,393; of Asia, 2,745; of Africa, 2,553; of America, 2,888; of British North America and Canada, 3,161; of Great Britain and Ireland, 3,357; of Single Hemispheres, 2,252; Classical and Scriptural Maps, 2,384; other Maps and Charts, 4,958; Globes, 1,755; Sets of Apparatus, 310; other articles of School Apparatus, 13,275; Historical and other Lessons in sheets, 143,092; volumes of Prize Books, 388,137.

XIV. Table O.—Superannuated and Worn-out Teachers of Common Schools.

1. This Table shows the age and service of each pensioner, and the amount which he receives. It appears from the table that 246 teachers have been admitted to receive aid, of whom 103 have died, were not heard from, and resumed teaching, or withdrew from the fund before and during 1868, the amount of their subscriptions having been returned to them.

2. The average age of each pensioner in 1868 was 69 years; the average length of time of service in Ontario was 21½ years.

XV. Table P.—Educational Summary for 1868.

This Table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended on their support. The whole number of these institutions in 1868 was 4,882—increase, 27; the whole number of Students and Pupils attending them was 434,933—increase, 18,121; the total amount expended for all educational purposes was $2,027,198—increase, $107,175. The total amount available for educational purposes was $2,239,639—increase, $112,070.

XVI. Table Q.—General Statistical Abstract of the Progress of Education in Ontario, from 1848 to 1868 Inclusive.

It is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a country.

From 1848 to 1868 the number of Common Schools has been increased from 2,800 to 4,348; and the number of pupils attending them from 130,739 to 399,305. The amount provided for the support of Common Schools has been increased since 1848 from $344,276 to $1,146,543, besides the amount provided for the purchase, erection, repairs of school-houses, etc., of which there are no reports earlier than 1850, but which at that time amounted to only $56,756, but which in 1868 amounted to $441,891—making the aggregate for Common School purposes in 1868, $1,588,434.

XVII. The Educational Museum.

Consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the country, Casts of antique and modern Statues and Busts, etcetera, selected from the principal museums in Europe, including the busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting.

XVIII. Extracts from Reports of Local Superintendents of Common Schools.

Character of these Reports.—In Appendix A to this Report, I have given extracts from the reports of Local Superintendents of Townships, Cities, Towns, and incorporated Villages. These extracts of Reports, impartially given, are few in comparison with the five hundred Municipalities of this Province. Very many of the local statistical reports are unaccompanied by any remarks—indicating probably the absence of anything very gratifying to remark upon. The character of these Reports was fully explained in my last year's Report. The testimony is unanimous in regard to the very beneficial influence upon Teachers and pupils of Competitive Examinations among the pupils of the several Schools of a Township. The twofold objection heretofore urged in a few instances is now seldom repeated; namely, that the distribution of prizes is not an appeal to the high motive of duty, but to the lower motive of selfishness, as if the Bible does not from beginning to end urge the motive of reward as well as of duty upon human beings of all ranks and ages; and, secondly, that discriminating between pupils and rewarding the meritorious excites jealousy and hatred in the minds of the undistinguished and unrewarded—an objection, according to the principle of which, punctual, well-conducted diligent and successful men in life ought not to be rewarded by any respect or notice, or increase of wealth, over the negligent, lazy, and worthless, lest the latter should envy the former! Whereas the principle of Providence as well as of Revelation is, that the hand of the diligent maketh rich, while idleness tendeth to poverty, and that every man—in childhood as well as in manhood—shall be rewarded according to his works.

These Extracts from local reports clearly attest and strongly evince the need of the principal provisions which were recommended in a School Bill to the Legislative Assembly, by a Select Committee of its Members, and which were subsequently approved of by four-fifths of forty County School Conventions.

XIX. County School Conventions.

In the months of February and March of the current year, I made my fifth official tour of Ontario, for the purpose of conferring with all classes of friends of education in each County, on the several provisions of the proposed Grammar and Common School Bills which had been recommended by a Select Committee of the Legislative Assembly. The results of these consultations in fifty County School Conventions, are given, as far as reported, in Appendix C. I may observe that the provisions of the Grammar School Bill

were approved with unprecedented unanimity, as was the Common School Bill, with the omission of one or two clauses, and the modification of two or three others. I have no doubt that, with the aid of the information thus acquired, and the consultations thus had, these measures may be matured so as to secure the approval of all parties, and render the legal machinery of our School System as complete as the circumstances of the country will permit.

XX. Report of the Inspector of Grammar Schools.

The annual reports of the Rev. Professor Young, late Inspector of Grammar Schools, were read with much interest during the four years that he so ably and faithfully discharged the duties of the office; and his suggestions for the improvement of the Grammar Schools, especially in regard to the higher branches of English, have justly commanded much attention, and been considered of much value. The Reverend J. G. D. MacKenzie, A.M., the present Inspector of Grammar Schools, has taken up the subject of Grammar School studies and improvement where his able predecessor left off, and has presented one of the most suggestive and valuable Reports I have been permitted to transmit. Mr. MacKenzie's Report, which I append to my own, breathes kindness in every line, and is replete with sound views and practical remarks—evincing the need and appropriateness of the provisions of the Grammar School Bill, which was recommended by a Select Committee of the Legislative Assembly at its last Session, and which has been cordially and almost unanimously concurred in by all parties concerned, from one end of Ontario to the other.

XXI. Concluding Remarks.

It is not my intention to offer extended remarks in this Report on what I believe the wants and interests demand as to the interior development of our Schools, their relations, subjects and methods of instruction in new departments. This may be desirable and more appropriate after the passing of the proposed Common and Grammar School Amendment Bills, and the preparation and promulgation of the Programmes of instruction contemplated by them. The convictions I expressed in concluding my last Annual Report have been strengthened by the experience and observations of another year. I think the tendency of the youthful mind of our country is too much in the direction of what are called the learned professions, and too little in the direction of what are termed industrial pursuits. There is certainly no need to stimulate any class of youth to classical studies with a view to the profession of the law, medicine, etcetera, but it appears to me very important, as the fundamental principles and general machinery of our School system are settled, that the subjects and teaching of the schools should be adapted to develop the resources and skilful industry of the country. In all cases the possibly useful and merely ornamental should yield to the essential and practical, and there are many things not essential for every child to know in regard to the physical history of the Globe and of its people; but I think every child should be taught and should know how to read and spell his own language, to write well, to know the names and characteristics of the vegetables and flowers and trees with which he daily meets; the insects and birds and animals of his country; the nature of its soil and minerals; the chemical and mechanical principles which enter into the construction and working of the implements of husbandry; the machinery of mills, manufactures, railroads, mines; the production and preparation of the clothes we wear, the food we eat, the beverages we drink, the air we breathe; together with the organs of our bodies, the faculties of our minds, the rules of our conduct. The mastery of these subjects, for ordinary practical purposes, is as much within the capacity of childhood and youth as any of the hundred things that children learn in the street and by the fireside; and the knowledge of them would contribute vastly more to skilled and various industry,

and to the interest and enjoyment of social life, than the smattering of certain things which occupy the time and attention of many youth in our Grammar Schools as narrated in the Inspector's excellent report hereto annexed.

TORONTO, August 27th, 1869. EGERTON RYERSON.

SUMS RAISED BY COUNTY MUNICIPAL ASSESSMENT COMPARED WITH THE APPORTIONMENT MADE TO EACH OF THE COUNTIES IN 1868.

With a view to ascertaining how far the County Municipal Councils had complied with the Law, requiring them to raise a sum by assessment at least equal to that apportioned to them, Mr. Alexander Marling, the Departmental Accountant, selected a County here and there, not consecutively, as tests, and compiled the following financial statement on the subject from them, for the year 1868. The test proved to be a satisfactory one. Mr. Marling also added two columns, to show the rate of taxation, and the amount raised in each of these Counties by the Trustees of each School Section in the same year.

Counties.	Assessed Value in 1868.	Municipal School Assessment.		Trustees' School Assessment.	
		Amount.	Rate in the dollar.	Amount.	Rate in the dollar.
Grenville	$2,082,862	$2,164	$0.00104	$6,237	$0.00299
Leeds	2,999,498	3,565	0.00119	13,459	0.00455
Lanark	2,613,431	3,275	0.00124	17,142	0.00656
Frontenac	2,497,450	2,804	0,00112	13,468	0.00539
Addington and Lennox	2,875,281	2,969	0.00132	12,073	0.00411
Northumberland	5,341,478	4,013	0.00075	28,910	0.00541
Durham	5,003,341	3,560	0.00071	22,232	0.00444
Peterborough	3,177,945	2,883	0.00090	16,484	0.00518
Victoria	2,502,406	3,325	0.00133	16,709	0.00667
York	13,222,651	5,950	0.00045	39,411	0,00298
Peel	6,005,048	2,756	0.00045	16,710	0.00278
Halton	4,487,697	2,530	0.00056	11,629	0.00259
Wentworth	5,701,538	3,199	0.00056	19,556	0.00343
Brant	5,356,319	2,517	0.00049	14,612	0.00272
Lincoln	4,605,238	2,520	0.00054	11,430	0.00248
Welland	4,635,562	2,595	0,00056	13,706	0.00296
Oxford	9,644,565	4,719	0.00048	30,410	0.00315
Waterloo	6,772,596	3,900	0.00058	30,696	0.00453
Grey	5,511,000	6,582	0,00119	37,755	0.00684
Perth	7,663,600	3,901	0.00050	29,138	0.00380
Huron	7,309,837	6,179	0.00084	44,881	0.00614
Middlesex	10,981,840	6,727	0.00061	40,426	0.00368
Elgin	6,591,336	2,031	0.00030	23,362	0.00354
Kent	3,638,392	3,207	0.00088	23,019	0.00633
Lambton	4,450,066	4,124	0.00093	30,572	0.00687
Wellington	8,992,092	6,666	0.00074	34,340	0.00382
Essex—No report.					

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS IN ONTARIO FOR THE YEAR 1869.

To His Excellency the Honourable William Pearce Howland, C.B., Lieutenant-Governor of the Province of Ontario.

As required by Law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario for the year 1869.

As the increase of the School Fund from local sources during the year 1868 was nearly twice as large as that which had taken place during any year since the establishment of the School System, I anticipated little, if any, increase, from the same sources during the year 1869; but I am happy to be able to state, that although the increase of Fund by local effort in 1868 was $118,997, ($53,027 of which were applied to increase of Salaries of Teachers),—the increase of the Fund for 1869 by the same local efforts is $38,093, of which $28,622 have been expended in increasing the Salaries of Teachers. The increase of Pupils in the Schools has been 12,531. The whole number of Pupils in the Schools is 432,430. I will now give a summary view of progress from the Statistical Tables of this Report.

I. Table A.—Receipts and Expenditures of Common School Moneys.

1. The amount apportioned from the Legislative Grant was $171,143,—decrease, $844. The amount apportioned for the purchase of Maps, Apparatus, Prize and Library Books, was 13,078,—decrease, $651.

2. The amount from Municipal School Assessment was $372,743,—increase, $10,368.

3. The amount from Trustees' School Assessment was $890,834,—increase, $35,295. The amount of Trustees' Rate Bills for School Fees was $45,709,—decrease, $5,160, showing the steady decline of Rate Bills, and increase of Free Schools.

4. The amount from Clergy Reserve, or the Municipalities' Fund, balances, and other sources, applied to School purposes, was $333,916,—decrease, $914.

5. The total Receipts for all Common School purposes for the year 1869 amounted to $1,827,426,—increase over the total Receipts of the preceding year, $38,093.

The Expenditures on behalf of the Common Schools in 1869 were:—

1. For Salaries of Teachers, $1,175,166,—increase, $28,622.

2. For Maps, Globes, Prize Books and Libraries, $29,626,—decrease, $1,531.

3. For Sites and Building of School Houses, $191,370,—increase, $5,060.

4. For Rents and Repairs of School Houses, $54,009,—decrease, $601.

5. For School Books, Stationery, Fuel, and other expenses, $174,724,—increase, $4,911.

6. Total Expenditure for all Common School purposes in 1869 was $1,624,896,—increase, $36,461.

7. Balances of School Moneys not paid at the end of the year 1869, when the Returns were made, $202,529,—increase, $1,631.

II. Table B.—School Population, Pupils Attending Common Schools in 1869, and in Different Branches of Instruction.

1. School population, (including only children between the ages of five and sixteen years), 470,400,—increase, 6,085.

2. Pupils between the ages of five and sixteen years attending the Schools, 409,184, —increase, 11,392. Number of Pupils of other ages attending the Schools, 23,246,—

increase, 1,139. Total number of Pupils attending the Schools, 432,430,—increase, 12,531.

3. The number of Boys attending the Schools, 229,685,—increase, 7,878. The number of Girls attending the Schools, 202,745,—increase, 4,653.

4. The number reported as indigent Pupils, 3,425,—decrease, 246.

5. The table is referred to for the reported periods of attendance of Pupils, and the number in each of the several subjects taught in the Schools.

6. The number reported as not attending any School, 34,660,—decrease, 2,392. The decrease under this head the preceding year was 2,463. The ratio of decrease is gratifying; but I hope it will rapidly advance.

III. TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,524 Schools reported, 5,054 Teachers have been employed.—increase, 58, of whom 2,775 are male Teachers,—decrease, 2; and 2,279 are female Teachers,—increase, 60.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation from last year.

Of the 566 Teachers of the Church of Rome, 338 are employed in the Public Common Schools, and 228 are Teachers of Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated, or licensed, Teachers reported is 4,920,—increase, 38; Normal School Provincial Certificates, 1st Class, 259,—increase, 2; 2nd Class, 342,—decrease, 5; (no 3rd Class Normal School Certificates are given); County Board Certificates, 1st Class, 1,819,—increase, 66; 2nd Class, 2,117,—decrease, 67; 3rd Class, 383,—increase, 42; not reported as classified, 134,—increase, 20; Certificates annulled, 11, increase, 1.

4. Number of Schools in which the Teacher was changed during the year, 659,—decrease, 36.

5. Number of Schools which have more than one Teacher, 304,—increase, 2.

6. *Annual Salaries of Teachers.*—The highest Salary paid to a male Teacher in a County, $635, the lowest, $80 (!); in a City, the highest, $1,300,—the lowest, $300; in a Town, the highest, $700,—the lowest, $300; in an Incorporated Village, the highest, $600,—the lowest, $240. The average Salary of male Teachers in Counties was $259, of female Teachers, $188; in Cities, of male Teachers, $602,—of female Teachers, $229; in Towns, of male Teachers, $478,—of female Teachers, $226; in incorporated Villages, of male Teachers, $420,—of female Teachers, $192. While the increase in the number of Schools reported is 44, and the increase in the number of Teachers employed is 58, and the increase in the number of Pupils is 11,392, the increase in aggregate sum paid Teachers is $28,622. There is no increase in the largest Salaries paid Teachers; the increase has been in adding a little more to the Salaries of the poorer paid Teachers. Amongst the worst enemies to the efficiency and progress of Common School education, are those Trustees and Parents whose aim is to get what they mis-call a "cheap" Teacher, and who seek to haggle down the Teacher's remuneration to as near starvation point as possible, although, in reality, they are intellectually starving their own children and wasting their time by employing an inferior Teacher. Business men find it to their interest to employ good Clerks, as one good clerk is worth two poor ones; and in order to obtain and retain good clerks they pay them good salaries. Experience has long shown the soundness of this business rule and practice in the employment of Teachers; yet how many Trustees and Parents, in School matters, abandon a rule on which not only the Merchant but the sensible Farmer acts in employing Labourers, preferring to give high wages for good Labourers, than to give lower wages to poor Labourers.

IV. TABLE D.—SCHOOL SECTIONS, SCHOOL HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS IN 1869.

1. The whole number of School Sections reported, 4,598,—increase, 43, chiefly in new Townships. The number of Schools reported as kept open, is 4,524,—increase, 44, these mostly in new Townships.

2. *Number of Free Schools in* 1869.—Schools supported entirely by rate on property, and which may be attended, as a matter of right, by all residents between the ages of five and twenty-one years without payment of Fees, is 4,131,—increase, 145. Number of Schools partly Free,—that is with a Rate Bill of Twenty-five cents, or less, per month, is 393,—decrease, 101. I may repeat here, that whether the Schools are Free, or not, depends upon the local votes of the Ratepayers at their Annual Meetings in School Sections, and in the election of Trustees in Cities, Towns and Incorporated Villages; but a general wish has been expressed that all the Common Schools should be made Free by Law,—that twenty years have now elapsed since the question was left as a subject of discussion and voting at the Annual School Meetings, and that there is no good reason for keeping it open any longer as a subject of neighbourhood agitation, as the voice of the Country has been fully and repeatedly expressed on it by making 4,131 of them entirely and the other 393 nearly Free.

3. The number of School Houses built during the year in Counties was 169, of which 44 were of Brick, 30 of Stone, 67 Frame, and 28 Log, in new Townships. Only one School House in a City is reported as having been built during the year; 4 in Towns, and 2 in Incorporated Villages. All these are built of Brick, except one, which is Frame.

4. The whole number of School Houses reported is 4,553, of which 815 are Brick, 427 Stone, 1,817 Frame, 1,469 Log,—decrease of the last, 59.

5. *Titles to School Sites.*—Freehold, 4,078,—increase, 14; Leased, 346,—increase, 25; Rented, 95,—decrease, 5; not reported, 34.

6. *School Visits in* 1869.—By Local Superintendents, 10,188,—decrease, 444; by Clergymen, 6,447,—decrease, 2,045; by Municipal Councillors, 1,547,—decrease, 180; by Magistrates, 1,832,—decrease, 117; by Judges and Members of Parliament, 310,—decrease, 132; by Trustees, 18,613,—decrease, 1,200; by other persons, 35,639,—decrease 3,158. Total School Visits, 74,576,—decrease, 7,366. It will be observed that there is a decrease of School Visits by each class of Visitors, and an aggregate decrease of 7,366, while there was an increase the year preceding of 3,482 Visits. I am unable to give any explanation of this painful fact; but I hope it does not indicate any diminution of zeal and interest in Common School Education on the part of those whose duty, and interest and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent Parents to educate their children.

7. *School Lectures.*—By Local Superintendents, 2,780,—increase, 96; by other persons, 327,—increase, 35. Whole number of School Lectures,—3,127,—increase, 131. There is a gratifying increase under this head. The Lectures delivered by others than Local Superintendents are, of course, voluntary; but the Law requires that every Local Superintendent should deliver, during the year, at least one Lecture on Education in each School Section under his charge; and the number of School Sections reported, with Schools open in them, is 4,524. There are, therefore, 1,744 School Sections, with Schools open, in which the requirement of the Law, in regard to delivering an Educational Lecture, has not been observed. The Statistical Table shows the Counties in which this neglect of duty occurs. The state of the weather and other circumstances may, in

some instances, prevent the discharge of this duty, but cannot account for the failure in 1,744 School Sections. The practice of giving Lectures on various subjects is becoming every year more general and popular. It would be singular, indeed, if one Lecture a year in each School Section, on some subject of educational requirement, or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of Visits to Schools by Local Superintendents is equal to the requirements of the Law.

8. *Time of Keeping the Schools Open.*—The average time of keeping the Schools open, including the Holidays, eleven months and four days,—decrease, one day. This is nearly twice the average time of keeping open the Common Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts,—arising chiefly from our making the Apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such Schools,—that is, according to the work done in such Schools.

9. *Public School Examinations.*—The whole number of Public School Examinations was 6,970,—decrease, 173; considerably less than two for each School, although the Law requires that there should be in each School a Public Quarterly Examination, of which the Teacher should give notice to Trustees and Parents of Pupils, and to the School Visitors, (Clergymen, Magistrates, etcetera), resident in the School Section. It may not perhaps be easy to keep up the interest of Quarterly Examinations in each School, although this was useful at the beginning of the System; but there certainly should be half-yearly Public School Examinations, as in the Provincial Model School,—the one before the Christmas Holidays, and the other before the long Summer Vacation. During the last two years there has been a decrease of nearly 500 in these very important Public School Examinations. I think the time has arrived to make it my duty hereafter to withhold the Apportionment of the School Fund from the Schools in which this provision of the Law is violated. Good Teachers do not shrink from, nor are indifferent to, Public Examinations of their Schools. They seek occasions to exhibit the results of their skill and industry; but incompetent and indolent Teachers shrink from the publicity and labour attendant on Public Examinations of their Schools. The novelty and excitement connected with such Examinations twice a year, together with tests of efficiency on the part of Teachers, and of progress on the part of Pupils, cannot fail to produce beneficial effects on Parents, Pupils and Teachers, as well as on the interests of general and thorough Common School Education; and such Examinations twice a year will doubtless command a large attendance of Parents, Trustees and friends of the Pupils of the School.

10. *Public Recitations of Prose or Poetry.*—The number of Schools holding public recitations of prose or poetry by the Pupils was 2,412,—increase, 80. This exercise should be practised in every School, as it tends to promote habits of accurate learning by heart, improvement in Reading and Spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties exert a happy influence upon the minds of Pupils, and are happy interludes in the work on days of Public Examinations; and the more agreeable and attractive such Exercises, as well as School Accommodations, can be made, the more rapid and successful will School progress become.

11. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been distributed to reward and encourage meritorious Pupils is 1,357,—decrease, 164—although there has been an increase in the aggregate amount of Prize Books applied for and sent out to the Schools. In some cases there has been a desire to give something to every Pupil, without reference to either conduct or progress, in order that none may complain, thus defeating the very object of Prizes, and reject-

ing the principle of which the true system of Prizes is established, and on which the Divine Government is based, namely, rewarding everyone according to his works. If the distribution of Prizes is decided fairly according to merit, there can be no just ground for dissatisfaction; and facilities are provided to determine the merit of punctuality, of good conduct, of diligence, of proficiency on the part of each Pupil during each term of the year,—a four-fold motive to exertion and emulation in everything that constitutes a good Pupil and a good School.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of Pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends in the results of Municipal and Parliamentary Elections, and the distribution of Prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions, nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value. Nor do the Managers of Agricultural and Horticultural Societies withhold Prizes from the most successful Cultivators of Grains and Vegetables, and Fruits and Flowers, because of dissatisfaction among the envious of the less diligent and less skilful Farmers and Gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath, (that is, improves what he hath), shall be given, and the neglecter shall be sent empty away.

I prefer the order of Providence, and the principles on which our civil Institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary Teachers, and the envious murmurings of negligent Pupils and their misguided friends.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive Catalogue of carefully-selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by the Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools. A series of Merit Cards, with appropriate Illustrations and Mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit Cards are to be awarded daily, or more generally weekly, to Pupils meriting them. One class of cards is for punctuality; another for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three, or four, Prizes under each of these heads; and the Pupil, or Pupils, who get the largest number of Merit Cards under each head will, at the end of the Quarter, or Half-year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of a Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil, he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations or exercises, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends. There are two peculiarities of this system of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single Examinations at the end of the Term, or half-year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and that irrespective of what may be done, or not done, by any other Pupil. The ill-feeling of rivalship at a single Examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every-day School life. The second peculiarity is that the standard of merit is founded on the Holy Scriptures, as the Mottoes on each Card are all taken

from the Sacred Volume, and the illustrations on each Card consist of a portrait of a character illustrative of the principle of the Motto, and as worthy of imitation. The Prize Book System, and especially in connection with that of Merit Cards, has a most salutary influence upon the School discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.

V. Table E.—Prayers, Reading of the Scriptures in Schools, Text-Books, Maps, Apparatus, 1869.

1. *Prayers and Reading of the Scriptures.*—Of the 4,524 Schools reported, the daily Exercises were opened and closed with Prayers in 3,127 of them,—increase, 66; and the Bible was read in 3,002. No child can be compelled to be present at Religious Instruction, Reading, or Exercise, against the wish of his Parents, or Guardians, expressed in writing. The Religious Instruction, Reading and Exercises are, like Religion itself, a voluntary matter with Trustees, Teachers, Parents and Guardians. The Council of Public Instruction provides facilities, even forms of Prayers, and makes recommendation on the subject, but does not assume authority to enforce or compel compliance with those provisions and recommendations. In some instances the Reading and Prayers are according to the Roman Catholic Church; but, generally, those Exercises are Protestant. The fact that in 3,127 Schools, out of 4,524, Religious Exercises of some kind are voluntarily practised, indicates the prevalent Religious principles and feelings of the people; although the absence of such Religious Exercises in a School does not, by any means, indicate the absence of Religious principles, or feelings, in the neighbourhood of such School. There are many Religious persons who think the Day School, like the Farm Fields, is the place of secular work, the Religious Exercises of the Workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a Country, it is gratifying to see general and avowed recognition of it in the Public Schools.

2. *Text-Books.*—In my last Annual Report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of Text-Books for the Schools, but a uniform series of excellent Canadian Text-Books, and the complete success of those measures. Table E shows that those Text-Books are now all but universally used, and also the number of Schools in which each of the Text-Books on the various subjects of instruction is used.

3. *Maps, Globes, and other Apparatus.*—The Maps and Globes, and most of the other Apparatus used in the Schools, are now manufactured in Canada, forming a new and interesting branch of Canadian manufacture. Blackboards are used in 4,422, (or nearly all), the Schools,—increase, 169; Globes are used in 1,283 Schools,—increase, 49; Maps are used in 3,693 Schools,—increase, 163. Total Maps used in the Schools, 27,061,—increase, 249.

VI. Table F.—Roman Catholic Separate Schools, 1869.

1. The number of Roman Catholic Separate Schools is 165,—increase during the year, 3.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance, as compared with that at the Public Schools in the same Municipalities, was $8,730,—decrease, $414. The amount apportioned and paid for the purchase of Maps, Prize Books and Libraries, upon the usual condition of an equal sum being provided from local sources, was $475,—increase, $3. The amount of School Rates from the supporters of Separate

Schools was $31,443,—increase, $885. The amount subscribed by Supporters of Separate Schools, and from other sources, was $16,102,—increase, $824. Total amount received from all sources was $56,751,—increase, $1,299.

3. *Expenditures.*—For payment of Teachers, $38,628,—decrease, $216; for Maps, Prize Books and Libraries, $1,439; increase, $282; for other School purposes, $16,683,—increase, $1,234.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools was 20,684,—increase, 90. Average attendance, 8,331,—decrease, 974.

5. The whole number of Teachers employed in the Separate Schools was 228,—decrease, 8; male Teachers, 104,—increase, 10; female Teachers, 124,—decrease, 18. Teachers of Religious Orders, male, 30,—decrease, 34; female, 43,—decrease, 20.

6. The same Table shows the branches taught in the Separate Schools, and the number of Pupils in each branch; also the number of Schools using Maps, Apparatus and Blackboards.

General Remarks.—1. It is proper for me to repeat the remark, that the Public Schools of Ontario are Non-denominational. Equal protection is secured to and enjoyed by every Religious Persuasion. No child is compelled to receive Religious Instruction, or attend any Religious Exercise, or Reading, against the wishes of his Parents, or Guardians, expressed in writing. I have known no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with Religious rights so fully secured by Law.

2. According to the returns of the Religious Denominations of Teachers, as given in Table C, and noted above, the number of Roman Catholic Teachers of the Common Schools is 566, of whom 228 are Teachers in Separate Schools. There were, therefore, 338, (increase during the year, 19), Roman Catholic Teachers employed in the Non-denominational Public Schools,—an illustrative proof of the absence of exclusiveness in the local, as well as executive, administration of the School System, and for which, did the feeling exist, a plea might be made on the ground that general provision has been made for Roman Catholic Separate Schools. I may also observe, that according to the last General Census, there were 464,315 children in Ontario between the ages of five and sixteen years. Of these, according to the proportion of Roman Catholic population, at least 70,000 must be assumed to be the children of Roman Catholic Parents. Of these 70,000 Roman Catholic children, only 29,684, (not one-third of the Roman Catholic School population), attend the Separate Schools; the other two-thirds, (allowing even 10,000 as not attending any School), attend the Public Schools, in which no less than 338 Roman Catholic Teachers are employed; and yet not a complaint has been made of even attempt at proselytism or interference with Religious rights guaranteed by Law.

VII. Table G.—Grammar Schools, Receipts and Expenditures, Pupils, Fees, or Free Schools.

Receipts.—The amount of balances from the preceding year, (that is, of moneys not paid out by the 31st of December, 1869, was $10,083,—decrease, $398. The amount of Legislative Grant for the Salaries of Teachers was $52,103,—decrease, $1,087. The amount of Legislative Grant apportioned for Maps, Prize Books, etcetera, was $789,—decrease, $72. The amount of Municipal Grants in support of Grammar Schools was $35,403,—increase, $1,220. The amount of Pupils' Fees was $16,924,—increase, $239. Balances of the preceding year and other sources, $10,789,—decrease, $2,998. Total receipts, $126,093,—decrease, $3,096. The chief decrease is in the balances from the preceding year; there was an increase in both the amount of Municipal Grants and of the Fees of Tuition.

Expenditures.—For Salaries of Masters and Teachers, $97,009,—increase, $1,160; for Building, Rents and Repairs, $7,378,—decrease, $2,888; for Fuel, Books and Contingencies, $8,222,—decrease $1,124; for Maps, Prize Books, Apparatus and Libraries, $1,892,—decrease, $291. Total Expenditure for the year 1869, $114,502,—decrease, $3,144. Balance of moneys not paid out at the end of the year, $11,590,—increase, $47. It is probable that the decrease in the amount expended on Buildings may be accounted for by the Trustees charging a large proportion of the building expenses to the Common Schools, in case of unions, (the majority of the Grammar Schools being united with Common Schools), as the Common School Table shows an increase under this head. It is also likely that some projected Buildings are delayed until the Law is definitely settled.

Number of Schools, 101,—no increase.

Number of Pupils, 6,808,—increase, 959—a large proportionate increase.

VIII. TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES AND MISCELLANEOUS INFORMATION.

This Table shows both the subjects taught and the number of Pupils in such subjects in each of the Grammar Schools, the names, Collegiate Decree, or Certificate of the Head Masters, and number of Teachers employed in each School.

IX. TABLE I.—METEOROLOGICAL OBSERVATIONS IN THE COUNTIES.

Of late years the practical value of the science of Meteorology has been recognized by all civilized Governments, and systems of simultaneous observations have been widely established, the results of which must tend to elucidate the laws which control the Atmospheric Phenomena. The late Rear-Admiral Fitzroy, when head of the Meteorological Office in England, thus referred to the importance of returns of Temperature, and the especial need of observations in British America:—

"Tables of the mean Temperature of the Air in the year, and in the different months and seasons of the year, at above one thousand Stations on the Globe, have recently been computed by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different Observers, and at different times, should be brought together and co-ordinated, has conduced, as is well known, to conclusions of very considerable importance in their bearing on Climatology, and on the general laws of the distribution of Heat on the surface of the Globe. In regard to Land Stations, Professor Dové's Tables have shown that data are still pressingly required from the British North American Possessions intermediate between the stations of the Arctic Expeditions and those of the United States; and that the deficiency extends across the whole North American Continent in those Latitudes, from the Atlantic to the Pacific."

The Grammar School System secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of Observation, and the Law authorizes the establishment and maintenance of a limited number of Stations, selected by the Council of Public Instruction, with the approval of His Excellency the Lieutenant-Governor, at which daily Observations are taken of Barometric Pressure, Temperature of the Air, Tension of Vapour, Humidity of the Air, direction and velocity of the Wind, amount of Cloudiness, Rain, Snow, Auroras, and other Meteoric Phenomena. The Observations are taken at 7 a.m., 1 p.m., and 9 p.m. The Instruments used have been subjected to the proper tests. Full abstracts of the daily Records are sent to the Education Office monthly, in addition to a weekly Report of certain Observations, which is prepared for publication in any local Newspaper the Observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the Observers' Reports, after strict examination, are arranged and preserved for further investigations.

In my Report of 1867 the results of most of the Observations were presented in the form of synchronous curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the Observers are omitted. The System has not been sufficiently long in operation to determine the normal conditions at the several Stations, but it will be observed, with respect to Temperature, that the extremes of 1868 were not repeated in 1869, although great similarity is shown in the means.

I have pleasure in adding that the Observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the Climatology of the Province are rapidly accumulating.

X. Table K.—Normal and Model Schools.

Never were the Normal and Model Schools in so complete a state of efficiency as at present. The whole System has been brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other Establishment of the kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the Entrance Examination, (which is always in writing, has been made increasingly severe; yet the applications for admission during the present Session, (August, 1870), have been 180, (larger than for some years), and the failures in Examination have been less than ten,—much less proportionately than at the commencement of previous Sessions. Upwards of 80 of those admitted have been Teachers. The applications now on the books for admission to the Model Schools, above what can be entertained, are upwards of 600.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been Teachers before entering the Normal School, attendance of Teachers-in-training, Certificates, and other particulars respecting them during the twenty-one years' existence of the Normal School; the second abstract gives the Counties whence the Students have come; and the third gives the Religious Persuasions of the Studuents.

The Table shows that of the 5,737 admitted to the Normal School, (out of 6,388 applications), 2,847 of them had been Teachers; and of those admitted, 2,992 were males, and 2,745 were females. Of the 2,992 male Candidates admitted, 2,001 of them had been Teachers; of the 2,745 female Candidates admitted, 846 of them had been Teachers. The number admitted the first Session of 1869 was 166, the second Session 174,—total, 340,—of whom 201 attended both Sessions. Of the whole number admitted, 158 were males and 182 females. Of the male Students admitted 93 had been Teachers; of the female Students admitted 42 had been Teachers.

For the information of parties desirous of obtaining information in regard to the Course of instruction and training in our Normal School, I append to this Report a valuable Paper on the subject, drawn up by Doctor Sangster, Head Master.

The Model Schools, (one for Boys and the other for Girls, each limited to 150 Pupils, each Pupil paying One dollar a month, while the Common Schools of the City are Free), are Appendages to the Normal School, and are each under the immediate charge of three Teachers who have been trained in the Normal School, and are overseen and inspected by the Masters of the Normal School. The Head Master of the Normal School includes in his instructions a series of Lectures on School Government, Teaching, etcetera; and the Deputy Superintendent of Education, (a Member of the Bar), delivers a short course of Lectures to the Normal School Students on the School Law, and their duties and modes of proceeding respecting it.

XI. Table L.—Other Educational Institutions in 1869.

According to the information obtained, there are sixteen Colleges, (several of them possessing University powers), with 1,930 Students; 279 Academies and Private Schools—decrease 3; with 6,392 Pupils—decrease, 263; which were kept open 10 months, and employed 352 Teachers—decrease, 35. Total Students and Pupils, 8,322—decrease, 263.

XII. TABLE M.—FREE PUBLIC LIBRARIES IN 1869.

1. This Table contains three statements:—

2. (*Statement Number* 1).—The amount expended in establishing and increasing the Libraries is $4,655—increase, $235—of which one-half has been provided from local sources. The number of Volumes supplied is 6,428—decrease, 145. This small decrease in the number of Volumes furnished, as compared with that of the preceding year, while there was an increase in the amount expended, indicates the purchase of larger Books.

3. (*Statement Number* 2).—The value of Public Free Libraries furnished to the end of 1869 was $132,129—increase, $4,655. The number of Libraries, exclusive of sub-divisions, 1,107—increase, 37. The number of Volumes in these Libraries was 234,038—increase, 6,428.

Sunday School Libraries reported, 2,273—increase, 71. The number of Volumes in these Libraries was 334,985—increase, 8,048.

Other Public Libraries reported, 385—increase, 1. The number of Volumes in these Libraries was 174,037—increase, 357.

The Total Number of Public Libraries in Ontario is 3,765—increase, 109. The total of the number of Volumes in these Libraries is 743,060—increase during the year, 14,833 Volumes.

4. (*Statement Number* 3).—This important statement contains the number and classification of Public Libraries and Prize Books which have been sent out from the Depository of the Department from 1853 to 1869 inclusive. The total number of Volumes for Public Free Libraries sent out, 237,648. The classification of these Books is as follows:—History, 41,328; Zoology and Physiology, 15,113; Botany, 2,783; Phenomena, 6,040; Physical Science, 4,708; Geology, 2,041; Natural Philosophy and Manufactures, 12,996; Chemistry, 1,526; Agricultural Chemistry, 794; Practical Agriculture, 9,433; Literature, 22,905; Voyages, 20,462; Biography, 27,367; Tales and Sketches, Practical Life, 66,611; Fiction, 641; Teachers' Library, 2,900. Total number of Prize Books sent out, 442,794. Grand total of Library and Prize Books, (including, but not included in the above, 11,735 Volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 691,561.

XIII. TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR 1869.

1. The amount expended in supplying Maps, Apparatus, and Prize Books for the Schools, was $24,465—decrease, $1,458. The one-half of this sum was provided voluntarily from local sources; in all cases the Books, or articles, are applied and fifty per cent. of the value paid for by parties concerned before being sent. The number of Maps of the World sent out was 125; of Europe, 208; of Asia, 156; of Africa, 134; of America, 163; of British North America and Canada, 194; of Great Britain and Ireland, 143; of Single Hemispheres, 143; of Scriptural and Classical, 109; of other Charts and Maps, 217; of Globes, 78; of sets of Apparatus, 39; of other pieces of School Apparatus, 728; of Historical and other Lessons, in sheets, 5,240. Number of Volumes of Prize Books, 54,657.

2. It may be proper to repeat that the Map, Apparatus, and Prize Book branch of the School System was not established till 1855. From that time to the end of 1869 the amount expended for Maps, Apparatus, and Prize Books, (not including Public Libraries), was $264,233, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the World furnished is 2,315; of Europe, 3,601; of Asia, 2,901; of Africa, 2,687; of America, 3,051; of British North America and Canada, 3,355; of Great Britain and Ireland, 3,500; of Single Hemispheres, 2,395; Classical and Scriptural Maps, 2,493; other Maps and Charts, 5,175; Globes, 1,833; Sets of Apparatus, 349; single articles of School Apparatus, 14,003; Historical and other Lessons, in sheets, 148,332; Volumes of Prize Books, 442,794.

The following Tables will also be found of much interest in connection with this part of our School System.

TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATIONAL DEPOSITORY DURING THE YEARS 1851 TO 1869, INCLUSIVE.

Year.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
1851	.....	.....	$1,414 00	$1,414 00
1852	.....	.....	2,981 00	2,981 00
1853	.....	.....	4,233 00	4,233 00
1854	$51,376 00	.....	5,514 00	56,890 00
1855	9,947 00	$4,655 00	4,389 00	18,991 00
1856	7,205 00	9,320 00	5,726 00	22,251 00
1857	16,200 00	18,118 00	6,452 00	40,770 00
1858	3,982 00	11,810 00	6,972 00	22,764 00
1859	5,805 00	11,905 00	6,679 00	24,389 00
1860	5,289 00	16,832 00	5,416 00	27,537 00
1861	4,084 00	16,251 00	4,894 00	25,229 00
1862	3,273 00	16,194 00	4,844 00	24,311 00
1863	4,022 00	15,887 00	3,461 00	23,370 00
1864	1,931 00	17,260 00	4,454 00	23,645 00
1865	2,400 00	20,224 00	3,818 00	26,442 00
1866	4,375 00	27,114 00	4,172 00	35,661 00
1867	3,404 00	28,270 00	7,419 00	39,093 00
1868	4,420 00	25,923 00	4,793 00	35,136 00
1869	4,655 00	24,475 00	5,678 00	34,808 00

BOOK IMPORTS INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of Books, (not Maps, or School Apparatus), imported into Ontario and Quebec.

Year.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
1850	$101,880 00	$141,700 00	$243,580 00	$ 84 00
1851	120,700 00	171,732 00	292,432 00	3,296 00
1852	141,176 00	159,268 00	300,444 00	1,288 00
1853	158,710 00	254,270 00	412,980 00	22,764 00
1854	171,452 00	307,808 00	479,260 00	44,060 00
1855	194,356 00	338,792 00	533,148 00	25,624 00
1856	208,636 00	427,992 00	636,628 00	10,208 00
1857	224,400 00	309,172 00	533,572 00	16,028 00
1858	171,255 00	191,942 00	363,197 00	10,692 00
1859	139,057 00	184,304 00	323,361 00	5,308 00
1860	155,604 00	252,504 00	408,108 00	8,846 00
1861	185,612 00	344,621 00	530,233 00	7,782 00
1862	183,987 00	249,234 00	433,221 00	7,800 00
1863	184,652 00	276,673 00	461,325 00	4,085 00
½ of 1864	93,308 00	127,233 00	220,541 00	4,668 00
1864-1865	189,386 00	200,304 00	389,690 00	9,522 00
1865-1866	222,559 00	247,749 00	470,308 00	14,749 00
1866-1867	233,837 00	273,615 00	507,452 00	20,743 00
1867-1868	224,582 00	254,048 00	478,630 00	12,374 00
1868-1869	278,914 00	373,758 00	652,672 00	11,874 00

XIV. Table O.—Superannuated and Worn-out Teachers of Common Schools.

1. This Table shows the age and service of each Pensioner, and the amount which he receives.

2. It appears from the Table that 247 have been admitted to receive aid, of whom 116 have died, have not been heard from, or have resumed teaching, or have withdrawn from the fund before or during the year, 1869, the amount of their subscriptions having been returned to them.

3. The average age of each Pensioner in 1869 was 68 years; the average length of time of service in Ontario was 21 years. No time is allowed Applicants, except that which has been spent in teaching a Common School in Ontario.

XV. Table P.—Educational Summary for 1869.

This Table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain Returns, the number of Students and Pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1869 was 4,923—increase, 41; the whole number of Students and Pupils attending them was 448,160—increase, 13,227; the total amount expended for all educational purposes was $2,059,783—increase, $32,584. The total amount available for educational purposes was $2,273,903—increase, $34,264.

XVI. Table Q.—General Statistical Abstract of the Progress of Education in Ontario from 1842 to 1869 inclusive.

From 1848 to 1869, the number of Common Schools has been increased from 2,800 to 4,359, and the number of Pupils attending them from 130,739 to 411,706. The amount provided for the support of Common Schools has been increased since 1848 from $344,276 to $1,175,166, besides the amount provided for the purchase, erection, repairs of School Houses, etcetera, of which there are no reports earlier than 1850, but which at that time amounted to only $56,756, but which in 1869 amounted to $439,731—making the aggregate for Common School purposes in 1869, $1,624,897. Then the number of Free Schools since 1850 has increased from 252 to 4,131; to which are to be added the Normal and Model Schools, the system of uniform Text Books, Maps, Globes, Apparatus, (of domestic manufacture), Prize Books and Public Libraries.

XVII. The Educational Museum.

While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

XVIII. Report of the Inspector of Grammar Schools.

The Report of the Inspector, (the Reverend J. G. D. Mackenzie, M.A.), this year, as last year, is alike kind and faithful, and is replete with practical remarks and suggestions; it points out clearly the defects of many, both Grammar and Common Schools, and shows clearly, in the interests of higher English, as well as of sound Classical Education, the necessity of the revisal of the System, as contemplated by the principal provisions of the Grammar School Bill, which were recommended by a Select Committee of the Legislative Assembly of 1868, and which was almost unanimously concurred in by the County School Conventions, held in February and March of 1869. I agree entirely with

Mr. Mackenzie, in recommending the apportioning of the Grammar School Fund, according to "results" of teaching, and not merely according to numbers.

XIX. Extracts from Reports of Local Superintendents of Common Schools.

Character of these Reports.—In the Appendix to this Report I have given extracts from the Reports of Local Superintendents of Townships, Cities, Towns, and incorporated Villages. Very many of the local statistical Reports are unaccompanied by any remarks, indicating, probably, the absence of anything very gratifying to remark upon.

Competitive Examinations and Prizes.—That competitive Examinations of Schools, and the distribution of Prizes to reward and encourage punctuality, good conduct, diligence, and perfect recitations of Pupils, form a powerful element for improving the Schools, and animating Teachers and Pupils to exertion. In all the local Reports, there is scarcely a dissenting voice as to the salutary influence of distributing Prizes as an encouragement and reward to meritorious Pupils in the Schools. The testimony is unanimous and unqualified as to the very beneficial influence upon Teachers and Pupils of Competitive Examinations among the Pupils of the several Schools of a Township.

These Extracts from local Reports clearly attest and strongly evince the need of the principal provisions which were recommended in a School Bill to the Legislative Assembly, by a Select Committee of its Members, and which were subsequently approved of by four-fifths of forty County School Conventions.

XX. Concluding Remarks.

I defer, until the passing of the proposed Grammar and Common School Amendment Bills, any extended remarks on what I believe to be the needed developments of our Schools, in their relations, subjects, and methods. My expression of the conviction is that the tendency of the youthful mind of our Country is too much in the direction of what are called the learned professions, and too little in the direction of what are termed industrial pursuits. It appears to me very important, as the fundamental principles and general machinery of our School System are settled, that the subjects and teaching of the Schools should be adapted to develop the resources and skilful industry of the Country. I think every child should be taught and should know how to read and spell his own language, to write well, to know the names and characteristics of the Vegetables and Flowers and Trees with which he daily meets; the Insects and Birds and Animals of his Country; the nature of its Soils and Minerals; the Chemical and Mechanical principles which enter into the construction and working of the Implements of Husbandry; the Machinery of Mills, Manufactures, Railroads and Mines; the production and preparation of the Clothes we wear, the Food we eat, the Beverages we drink, the Air we breathe; together with the Organs of our Bodies, the Faculties of our Minds, and the Rules of our Conduct.

Toronto, August, 1870. Egerton Ryerson.

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS IN ONTARIO FOR THE YEAR 1870.

SPECIAL NOTE.—At Doctor Ryerson's request, I prepared the material, and wrote the text, of his Annual Report for 1870. His reason for asking me to do so is given in the following Note, which he wrote to me from his Island Home at Long Point, on Lake Erie:—

You need not delay the Annual Report for my approval. I have a special reason for your writing the Report this year, that I may state the fact to the Members of the Government and of the Legislature as one ground of your fitness to succeed me in the Department.

LONG POINT, October 8th, 1871. EGERTON RYERSON.

To His Excellency the Honourable William Pearce Howland, C.B., Lieutenant-Governor of the Province of Ontario:—

MAY IT PLEASE YOUR EXCELLENCY,

As required by law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario for the year 1870.

I am happy to be able to state, that, although the increase of the School Fund by local effort in 1869 was $38,093, ($28,622 of which was applied to increase the Salaries of Teachers),—yet the increase of the Fund for 1870 by the same local effort is $116,938, of which $47,515, (only $29,000 in 1869), have been expended in increasing the Salaries of Teachers. The increase of Pupils in the Schools has been 10,088. The whole number of Pupils in the Schools is 442,518. I will now give a summary view from the Statistical Tables.

I. TABLE A.—RECEIPTS AND EXPENDITURE OF COMMON SCHOOL MONEYS IN 1870.

Receipts.

1. The amount apportioned from the Legislative Grant was $179,252—increase, $8,109. The amount apportioned for the purchase of Maps, Apparatus, Prize and Library Books, was $14,406—increase, $1,327, (as against a decrease of $650 in 1869).

2. The amount from Municipal School Assessment was $385,284—increase, $12,541.

3. The amount from Trustees' School Assessment was $951,099—increase, $60,265, (only $35,300 in 1869). The amount of Trustees' Rate Bills for School Fees was $44,905—decrease, $804, showing the steady decline of Rate Bills, and increase of Free Schools.

4. The amount from Clergy Reserve balances, and other sources, applied to School purposes, was $369,416—increase, $35,499, (as against a decrease of $914 in 1869).

5. The total receipts for all Common School purposes for the year 1870 amounted to $1,944,364, nearly Two millions of dollars,—increase over the total Receipts of the preceding year, $116,938, (as against $38,000 increase in 1869).

The Expenditures on behalf of Common Schools in 1870.

1. For Salaries of Teachers, was $1,222,681,—increase, $47,515, ($28,600 in 1869).

2. For Maps, Globes, Prize Books and Libraries, $33,981,—increase, $4,265, (as against a decrease of $1,500 in 1869).

3. For Sites and Building of School Houses, $207,500,—increase, $16,129, ($5,000 in 1869).

4. For Rents and Repairs of School Houses, $61,860,—increase, $7,851, (as against a decrease of $600 in 1869).

5. For School Books, Stationery, Fuel, and other expenses, $186,127,—increase, $11,402.

6. Total Expenditure for all Common School purposes, $1,712,060,—increase, $87,164, (only $36,000 in 1869).

7. Balances of School Moneys not paid at the end of the year when the Returns were made, $232,303,—increase, $29,774.

II. Table B.—School Population, Pupils Attending Common Schools, Different Branches of Instruction, 1870.

The Statute requires the returns of School population to include children between the ages of five and sixteen; but it confers the equal right of attending the Schools upon all residents in each School Division between the ages of five and twenty-one years.

1. School population, (including only children between the ages of five and sixteen years), 483,966,—increase, 13,566.

2. Pupils between the ages of five and sixteen years attending the Schools, 420,488, increase, 11,304. Number of Pupils of other ages attending the Schools, 22,030,—decrease, 1,216. Total number of Pupils attending the Schools, 442,518,—increase 10,088.

3. The number of Boys attending the Schools, 233,381,—increase, 3,696. The number of Girls attending the Schools, 209,137,—increase, 6,392.

4. The number reported indigent Pupils, 3,546,—increase, 121.

5. The Table is referred to for the reported periods of attendance of Pupils, and the number in each of the several subjects taught in the Schools.

6. The number reported as not attending any School, is 31,265,—decrease, 3,395. The decrease under this head the preceding year was 2,392. The ratio of decrease is gratifying; but I hope it will rapidly advance, and that this ominous and humiliating item will soon disappear altogether through the Christian and patriotic exertions of the people at large, aided by the new amendments in the School Law on the subject of Compulsory Education.

III. Table C.—Religious Denominations, Certificates, Annual Salaries of Teachers, 1870.

1. *Number of Teachers, Male and Female.*—In the 4,566 Schools reported, 5,165 Teachers have been employed,—increase, 111; of whom 2,753 are male Teachers,—decrease, 22; and 2,412 are female Teachers,—increase, 133.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following persuasions:—Church of England, 869,—increase, 43; Church of Rome, 592,—increase, 26; Presbyterians, (of different classes), 1,589,—increase, 16; Methodists, (of different classes), 1,509,—increase, 39: Baptists, (of different classes), 282,—decrease, 25; Congregationalists, 76,—increase, 13; Lutherans, 21,—increase, 3; Quakers, 14,—decrease, 3; Christians and Disciples, 47.—decrease, 1; reported as Protestants, 117,—increase, 12; Unitarians, 4,—decrease, 4; other persuasions, 14; not reported, 31,—decrease, 8.

N.B.—Of the 592 Teachers of the Church of Rome, 356 are employed in the Public Common Schools, and 236 are Teachers of Separate Schools.

3. *Teachers' Certificates.*—Total number of Certificated, or licensed, Teachers reported is 5,061,—increase, 141; Normal School Provincial Certificates, 1st Class, 319,—increase, 60; 2nd Class, 349,—increase, 7; (no 3rd Class Normal School Certificates are given); County Board Certificates of the old Standard, 1st Class, 1,961,—increase, 142;

2nd Class, 2,102,—decrease, 15; 3rd Class, 330,—decrease, 53; not reported as classified, 104,—decrease, 30; Certificates annulled, 11.

4. Numbr of Schools in which the Teachers were changed during the year 667,—increase, 8.

5. Number of Schools which have more than one Teacher, 322,—increase, 18.

6. *Annual Salaries of Teachers.*—The highest Salary paid to a male Teacher in a County, $600,—the lowest, $100(!); in a City, the highest, $1,000,—the lowest, $250; in a Town, the highest, $1,000,—the lowest, $225; in an Incorporated Village, the highest, $1,000,—the lowest, $264. The average Salary of male Teachers in Counties was $260,—of female Teachers, $187; in Cities, of male Teachers, $597,—of female Teachers, $231; in Towns, of male Teachers, $482,—of female Teachers, $226; in incorporated Villages of male Teachers, $422,—of female Teachers, $190. While the increase in the number of Schools reported is 41, and the increase in the number of Teachers employed is 111, the increase in the number of Pupils is 11,304, and the increase in aggregate sum paid Teachers is $47,515; there is no increase in the largest Salaries paid Teachers except in Towns and Villages. Amongst the worst enemies to the efficiency and progress of Public School Education are those Trustees and Parents whose aim is to get what they mis-call a cheap Teacher, and who seek to cut down the Teacher's remuneration to as low a point as possible, although, in reality, they are intellectually starving their own children and wasting their time by employing an inferior Teacher. Business men find it to their interest to employ good Clerks, as one good Clerk is worth two poor ones; and in order to obtain and retain good Clerks they pay them good Salaries. Experience has long shown the soundness of this business rule and practice in the employment of Teachers; yet how many Trustees and Parents, in School matters, abandon a rule on which not only the Merchant, but the sensible Farmer acts in employing Labourers, preferring to give high wages for good Labourers, than to give lower wages to poor Labourers.

IV. TABLE D.—SCHOOL SECTIONS, SCHOOL HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS IN 1870.

1. The whole number of School Sections reported, 4,639,—increase, 41, chiefly in new Townships. The number of Schools reported as kept open is 4,566,—increase, 42, these mostly in new Townships.

2. *Free Schools.*—The number of Schools supported entirely by rate on property under this the last year of the old regime, and which may be attended, as a matter of right, by all residents between the ages of five and twenty-one years, without payment of fees, is 4,244,—increase, 113. The number of Schools partly Free,—that is, with a Rate Bill of twenty-five cents or less per month,—is 322,—decrease, 71. I may repeat here, that whether the Schools are Free, or not, depends upon the local votes of the Ratepayers at their Annual Meetings in School Sections, and in the election of Trustees in Cities, Towns and incorporated Villages; but a general wish has been expressed that all the Common Schools should be made Free by law. I rejoice to be able to state that after twenty years had elapsed since the question of Free Schools was first left as a subject of discussion and voting at the Annual School Meetings, the voice of the Country, which had been so fully and so repeatedly expressed on it, has at length had an utterance in the Legislature, and that, from this present year, (1871), the Public Schools of the Province of Ontario have been declared Free to all residents between the ages of five and twenty-one years.

3. The Number of School Houses built during the year in Counties was 176, of which 59 were of Brick, 24 of Stone, 70 Frame, and 13 Log, in new Townships. Only

one School House in a City is reported as having been built during the year; 1 in Towns, and none in incorporated Villages. These built have been all of Brick.

4. The whole number of School Houses reported is 4,590, of which 870 are Brick, 428 Stone, 1,888 Frame, 1,406 Log,—decrease of the last 63.

5. *Titles to School Sites.*—Freehold, 4,150,—increase, 72; leased, 312,—decrease, 34; rented, 102,—increase, 7; not reported, 26.

6. *School Visits in* 1870.—By Local Superintendents, 10,448,—increase, 260; by Clergymen, 6,724,—increase, 277; by Municipal Councillors, 1,631,—increase, 84; by Magistrates, 1,705,—decrease, 127; by Judges and Members of Parliament, 517,—increase, 207; by Trustees, 18,724,—increase, 111; by other Persons, 36,058,—increase, 419. Total School Visits, 75,807,—increase, 1,231, (as against a decrease of 7,366 in 1869). I am happy to state this gratifying fact; as it does not indicate any diminution of zeal and interest in Public School Education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent Parents to educate their children.

7. *School Lectures, in* 1870.—By Local Superintendents, 2,764,—decrease, 16; by other Persons, 290,—decrease, 57. Whole number of School Lectures, 3,054,—decrease, 73. The Lectures delivered by others than Local Superintendents are, of course, voluntary; but the Law requires that every Local Superintendent, (now Inspector), shall deliver, during the year, at least one Lecture on Education in each School Section under his charge; and the number of School Sections reported, with Schools open in them, is 4,566. There are, therefore, 1,512 School Sections, with Schools open, in which the requirement of the Law, in regard to delivering an Educational Lecture, has not been observed. The Statistical Table shows the Counties in which this neglect of duty has occured. The State of the weather, and the proposed change in the office of Local Superintendent, may, in some instances, have interfered with the discharge of this duty, but it can scarcely account for the failure in 1,512 School Sections. The practice of giving Lectures on various subjects is becoming every year more general and popular. It would be singular, indeed, if one Lecture a year in each School Section, on some subject of educational requirement or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of Visits to Schools by the late Local Superintendents was equal to the requirements of the Law.

8. *Time of Keeping the Schools Open, in* 1870.—The average time of keeping the Schools open, including the Holidays, was eleven months and four days, in 1870. This is nearly twice the average time of keeping open the Public Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts,—arising chiefly from our making the Apportionment of the School Fund to School Sections not according to population, but according to the average Attendance and the time of keeping open such Schools,—that is, according to the work done in such Schools.

9. *Public School Examinations in* 1870.—The whole number of Public School Examinations was 7,097,—increase, 127; (as against a decrease of 173 in 1869), through less than two for each School. The Law requires that there should be in each School a Public Quarterly examination, of which the Teacher should give notice to Trustees and Parents of Pupils, and to the School Visitors, (Clergymen, Magistrates, etcetera), resident in the School Sections. I think the time has now arrived, (under the new and improved System inaugurated by the School Law and Regulations of 1871), to make it my duty hereafter to withhold the Apportionment of the School Fund from the Schools in which this provision of the Law is violated. Good Teachers do not shrink from, nor are indifferent to, Public Examination of their Schools. They seek

occasions to exhibit the results of their skill and industry; but incompetent and indolent Teachers shrink from the publicity and labour attendant on Public Examinations of their Schools. The stimulus to progress caused by such Examinations, together with tests of efficiency on the part of Teachers, and of progress on the part of Pupils, cannot fail to produce beneficial effects on Parents, Pupils and Teachers, as well as on the interests of general and thorough Public School Education; and such Examinations will doubtless, under the new and improved Programme of Studies, command a large attendance of Parents, Trustees, and friends of the Pupils of the School.

10. *The Number of Schools holding Public Recitations in* 1870 of prose, or poetry, by the Pupils was 2,566—increase, 154. This exercise should be practised in every School, (and I am glad its use is increasing), as it tends to promote habits of accurate learning by heart, improvement in Reading and Spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties exert a salutary influence upon the minds of Pupils and are happy interludes in the exercises on days of Public Examinations; and the more agreeable and attractive such exercises, as well as School Examinations, can be made, the more rapid and successful will School progress become.

11. *School Prizes and Merit Cards in* 1870.—The number of Schools in which Prizes are reported as having been distributed to reward and encourage meritorious Pupils, is 1,345—decrease, 12; although there has been an increase in the aggregate amount of Prize Books applied for and sent out to Schools. In every instance, as far as I can learn, where the distribution of Prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence, or fairness, or both, in the awarding of them.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of Pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends in the results of Municipal and Parliamentary Elections, and the distribution of Prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even although they may err in their judgment. Nor do the Managers of Agricultural and Horticultural Societies withhold Prizes from the most successful Cultivators of Grains and Vegetables, and Fruits and Flowers, because of dissatisfaction among the envious of the less diligent and less skilful Farmers and Gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath, (that is, improves what he hath), shall be given, and the Neglecter shall be sent empty away. Providence does not reverse its order of administration because some persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary Teachers, and the envious murmurings of negligent Pupils and their misguided friends.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I, therefore, present it again as follows:—

A comprehensive Catalogue of carefully-selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to

procure these Prize Books for the encouragement of children in their Schools. A series of Merit Cards, with appropriate Illustrations and Mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge—half the cost—and these Merit Cards are to be awarded daily, or more generally weekly, to Pupils meriting them. One class of Cards is for punctuality; another for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three or four Prizes under each of these heads; and the Pupil, or Pupils, who get the largest number of Merit Cards under each head, will, at the end of the Quarter, or Half Year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of a Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil, he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations, or exercises, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends. There are two peculiarities of this System of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single Examinations at the end of the Term, or half year, or year, but on the daily conduct and diligence of each Pupil, during the whole period, and that irrespective of what may be done, or not done, by any other Pupil. The ill-feeling by rivalship at a single Examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every day School life. The second peculiarity is, that the standard of merit is founded on the Holy Scriptures, as the Mottoes on each Card are all taken from the Sacred Volume, and the Illustrations on each Card consist of a portrait of a character illustrative of the principle of the Motto, and as worthy of imitation. The Prize Book System, and especially in connection with that of Merit Cards, has a most salutary influence upon the School discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.

V. Table E.—Prayers, Reading of the Scriptures in Schools, Text Books, Maps, and Apparatus, 1870.

1. *Prayers and Reading of the Scriptures.*—Of the 4,566 Schools reported, the Daily Exercises were opened and closed with Prayers in 3,246 of them,—increase, 119; and the Bible was read in 3.097,—increase, 95. No child can be compelled to be present at Religious Instruction, Reading, or Exercise, against the wish of his Parents, or Guardians, expressed in writing. The Religious Instruction, Reading and Exercises, are, like Religion itself, a voluntary matter with Trustees, Teachers, Parents and Guardians. The Council of Public Instruction provides facilities, even Forms of Prayer, and makes recommendations on the subject, but does not assume authority to enforce, or compel, compliance with those provisions and recommendations. In some instances the Reading and Prayers are according to the Roman Catholic Church; but, generally, those Exercises are Protestant. The fact that in 3,246 Schools, out of 4,566, Religious Exercises of some kind are voluntarily practised, indicates the prevalent religious principles and feelings of the people; although the absence of such Religious Exercises in a School does not, by any means, indicate the absence of Religious principles, or feelings, in the neighbourhood of such School. There are many Religious Persons who think the Day School, like the Farm Field, is the place of secular work, the Religious Exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a Country, it is gratifying to see general and avowed recognition of them in the Public Schools.

2. *Text Books.*—In a previous Annual Report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of Text Books for the Schools, but a uniform series of excellent Canadian Text Books, and the com-

plete success of those measures. Table E shows that those Text Books are now all but universally used, and also the number of Schools in which each of the Text Books on the various subjects of instruction is used.

3. *Maps, Globes, and other Apparatus.*—The Maps and Globes, and most of the other Apparatus used in the Schools, are now manufactured in Canada, forming a new and interesting branch of Canadian manufacture. Blackboards are used in 4,504, (or nearly all), the Schools,—increase, 82; Globes are used in 1,326 Schools,—increase, 43; Maps are used in 3,785 Schools,—increase, 92. Total Maps used in the Schools, 28,149,—increase, 1,088, (as against an increase of 250 in 1869).

VI. Table F.—Roman Catholic Separate Schools in 1870.

1. The number of Roman Catholic Separate Schools is 163,—decrease during the year, 2.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance, as compared with that at the Public Schools in the same Municipalities, was $8,906,—increase, $176. The amount apportioned and paid for the purchase of Maps, Prize Books and Libraries, upon the usual condition of an equal sum being provided from local sources, was $683,—increase, $207. The amount of School Rates from the Supporters of Separate Schools, was $31,845,—increase, $402. The amount subscribed by Supporters of Separate Schools, and from other sources, was $17,065,—increase, $962. Total amount received from all sources was $58,500,—increase, $1,749.

3. *Expenditures.*—For payment of Teachers, $41,738,—increase, $3,109; for Maps, Prize Books and Libraries, $1,766,—increase, $327; for other School purposes, $14,994,—decrease, 1,688.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools, was 20,652,—decrease, 34. Average attendance, 10,035,—increase, 1,704.

5. The whole number of Teachers employed in the Separate Schools, was 236,—increase, 8; male Teachers, 96,—decrease, 8; female Teachers, 140,—increase, 16. Teachers of Religious Orders, male, 25,—decrease, 5; female, 58,—increase, 15.

6. The same Table shows the branches taught in the Separate Schools, and the number of Pupils in each branch; also the number of Schools using Maps, Apparatus and Black-boards.

General Remarks.—1. It is proper for me to repeat the remark, that the Public Schools of Ontario are Non-denominational. Equal protection is secured to and enjoyed by every Religious Persuasion. No child is compelled to receive Religious Instruction, or attend any Religious Exercise, or Reading, against the wishes of his Parents, or Guardians, expressed in Writing. I have known no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with Religious rights so fully secured by Law.

2. According to the returns of the Religious Denominations of Teachers, as given in Table C, and noted above, the number of Roman Catholic Teachers of the Common Schools is 592, of whom 236 are Teachers in Separate Schools. There were, therefore, 356, (increase during the year, 18), Roman Catholic Teachers employed in the Non-denominational Public Schools,—an illustrative proof of the absence of exclusiveness in the local, as well as Executive, administration of the School System, and for which, did the feeling exist, a plea might be made on the ground that general provision has been made for Roman Catholic Separate Schools. I may also observe that, according to the last General Census, there were 464,315 children in Ontario between the ages of

five and sixteen years. Of these, according to the proportion of Roman Catholic population, at least 70,000 must be assumed to be the children of Roman Catholic Parents. Of these 70,000 Roman Catholic children, only 20,652, (not one-third of the Roman Catholic School population), attend the Separate Schools; the other two-thirds, (allowing even 10,000 as not attending any School), attend the Public Schools, in which no less than 356 Roman Catholic Teachers are employed; and yet not a complaint has been made of even an attempt at proselytism, or interference with Religious rights, guaranteed by Law.

VII. Table G.—Grammar (now High) Schools, Receipts and Expenditures, Pupils, Fees, or Free Schools in 1870.

Receipts.—The amount of balances from the preceding year, (that is, of moneys not paid out by the 31st December, 1869), was $11,590,—increase, $1,506. The amount of Legislative Grant for the Salaries of Teachers, was $54,695,—increase, $2,592. The amount of Legislative Grant apportioned for Maps, Prize Books, etcetera, was $1,348,—increase, $558. The amount of Municipal Grants in support of Grammar Schools, was $43,597,—increase, $8,193. The amount of Pupils' Fees, was $19,375, increase, $2,451. Balances of the preceding year and other sources, $15,000,—increase, $4,211. Total Receipts, $145,607,—increase, $19,514.

Expenditures.—For Salaries of Masters and Teachers, $105,153,—increase, $8,143; for Building. Rents and Repairs, $20,390,—increase, $13,011; for Fuel, Books, and contingencies, $8,648,—increase, $425; for Maps, Prize Books, Apparatus, and Libraries, $3,374,—increase, $1,482. Total Expenditure for the year 1870, $137,566,—increase, $23,063. Balances of moneys not paid out at the end of the year, $8,041,—decrease, $3,549.

Number of Grammar Schools, 101,—no increase.

Number of Pupils, 7,351,—increase, 743, a large proportionate increase.

VIII. Table H.—Number of Pupils in the Various Branches, and Miscellaneous Information in 1870.

This Table shows both the subjects taught and the number of Pupils in such subjects in each of the 101 Grammar Schools, the names, University Degree, or Certificate of the Head Masters, and number of Teachers employed in each School.

IX. Table I.—Meteorological Observations in 1870.

Of late years the practical value of the science of Meteorology has been recognized by all civilized Governments, and Systems of Simultaneous Observations have been widely established, the results of which must tend to elucidate the laws which control the Atmospheric Phenomena. The recent establishment of the Storm Signal Office at Washington, and its extension to this Province, show the great importance of Meteorological Observations. The daily Weather Reports, and the "Probabilities" founded on the Observations, have been most valuable, instructive and interesting. The system of "Drum Signals" established on the English Coast by the late Admiral Fitzroy, although not appreciated at first, have become a necessity, and, under the good Providence of God, have been the means of averting great destruction of life and property. The same Admiral, when head of the Meteorological Office in England, thus referred to the importance of returns of Temperature, and the especial need of Observations in British America:—"Tables of the mean Temperature of the Air in the year, and in the different months and seasons of the year, at above one thousand Stations on the Globe, have recently been computed by Professor Dové, and published under the auspices of

the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different Observers and at different times, should be brought together and co-ordinated, has conduced, as is well known, to conclusions of very considerable importance in their bearing on Climatology, and on the general laws of the distribution of Heat on the surface of the Globe." In regard to land Stations, Professor Dové's Tables have shewn that data are still pressingly required from the British North American Possessions intermediate between the Stations of the Arctic Expeditions and those of the United States; and that the deficiency extends across the whole North American Continent in those latitudes, from the Atlantic to the Pacific.

The Grammar School System secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of Observation, and the Law authorizes the establishment and maintenance of a limited number of Stations, selected by the Council of Public Instruction, with the approval of His Excellency the Lieutenant-Governor, at which daily Observations are taken of Barometric pressure, Temperature of the Air, Tension of Vapour, Humidity of the Air, direction and velocity of the Wind, amount of Cloudiness, Rain, Snow, Auroras, and other meteoric phenomena. The Observations are taken at 7 a.m., 1 p.m., and 9 p.m. The Instruments used have been subjected to the proper tests. Full abstracts of the daily Records are sent to the Education Office monthly, in addition to a weekly Report on certain Observations, which is prepared for publication in any local newspaper the Observer may select. Abstracts of the Results for each month are regularly published in the *Jounal of Education*, and the Observers' Reports, after strict examination, are arranged and preserved for further investigations.

In my Report of 1867, the results of most of the Observations were presented in the form of Synchronous Curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the Observers are omitted.

I have pleasure in adding that the Observers are discharging their duties with fidelity, and that through their exertions the materials for investigating the Climatology of the Province are rapidly accumulating.

X. Table K.—Provincial Normal and Model Schools, 1870.

The recent County Examinations throughout the Province have demonstrated the great value and usefulness of the Normal School. Every one of its Students who were examined has acquitted himself well. The recent appointments of Doctor Carlyle and Mr. Thomas Kirkland to Masterships in the Normal School will contribute still more to its efficiency and value. As the successor of Doctor Sangster, the Reverend Doctor Davies, the new Principal, will be able effectually to sustain the high reputation which the Institution has acquired throughout the Country. The whole system has been of late years brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other Establishments of the kind. The standard of admission to the Normal School has been raised much above that of former years, and, therefore, the Entrance Examination, (which is always in writing), has been made increasingly severe; yet the applications for admission during the present Session, (August, 1871), have been 198, (larger than for some years), and the failures in Examination have been 13,—much less proportionally than at the commencement of previous Sessions. Upwards of 90 of those admitted have been Teachers. The establishment of the third Mastership, with a view to give greater prominence to the subject of Natural Science, will have a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools as required by the new School Act. The applications now on the Books for admission to the Model Schools, above what can be entertained, are upwards of 600. The newly enlarged Buildings for these Schools will not only relieve us of this pressure, but will add greatly to the

practical character and efficiency of these Schools of practice in the Normal School Course.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been Teachers before entering the Normal School, attendance of Teachers-in-training, Certificates, and other particulars respecting them during the twenty-one years' existence of the Normal School; the second abstract gives the Counties whence Students have come; and the third gives the Religious Persuasions of the Students.

The Table shows that of the 6,069 admitted to the Normal School, (out of 6,736 applications), 2,992 of them had been Teachers; and of those admitted, 3,129 were males, and 2,940 were females. Of the 3,129 male Candidates admitted, 2,088 of them had been Teachers; of the 2,940 female Candidates admitted, 904 of them had been Teachers. The number admitted the first Session of 1870 was 159, the second Session, 173,—total, 332,—of whom 220 attended both Sessions. Of the whole number admitted, 137 were males, and 195 females. Of the male Students admitted, 87 had been Teachers; of the female Students admitted, 58 had been Teachers.

I think it necessary here to repeat the explanations which I have heretofore given respecting the objects and offices of the Normal and Model Schools:—

The Normal and Model Schools were not designed to educate young persons, but to train Teachers, both theoretically and practically, for conducting Schools throughout the Province, in Cities and Towns as well as Townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary public, or private, Schools. The 'Entrance Examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the Teachers what an apprenticeship does for the Mechanic, the Artist, the Physician, the Lawyer,—to teach him theoretically and practically how to do the work of his profession. No inducements are held out to any one to apply for admission to the Normal School, except that of qualifying himself, or herself, for the profession of teaching; nor are any admitted except those who, in writing, declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession,—a declaration similar to that which is required for admission to Normal Schools in other Countries. Nor is any Candidate admitted without passing an Entrance Examination in writing, equal to what is required for any ordinary Second-class Certificate by a County Board.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating Countries have established their necessity and importance. The wonder now is, that while no one thinks of being a Printer, a Painter, or Shoemaker, etcetera, without first learning the Trade, Persons have undertaken the most difficult and important of all Trades, or Professions,—that which develops mind and forms character,—without any preparation for it. The demand for Teachers trained in the Normal and Model Schools, and their success is the best proof of the high appreciation of the value of their services by the Country. Of course no amount of culture can supply the want of natral good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency.

The Model Schools, (one for Boys and the other for Girls), formerly limited to 150 Pupils each, will, when the enlargement of the Buildings is completed, admit of 100 additional Pupils each. The Pupils admitted are now required to pay Two dollars per month, while the Public Schools of the City are Free. These Schools are appendages to the Normal School, and are each under the immediate charge of Teachers who have been trained in the Normal School, and are overseen and inspected by the Principal and Masters of the Normal School. They at length teach themselves, as Assistants, under the observation and instruction of the Teachers of the School, who also make notes, and report from day to day the attention, aptitude, power of explaining, govern-

ing, commanding attention, etc :era. The Principal of the Normal School includes in his instructions a series of Lectures on School Government, teaching, etcetera; and Doctor Hodgins, the Deputy Superintendent of Education, (a Member of the Bar), delivers a short Course of Lectures to the Normal School Students on the School Law, and their duties and modes of proceeding respecting it.

XI. Table L.—Other Educational Institutions, 1870.

As the Public and High Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of Education in this Province. Table L contains an abstract of the information collected respecting these Institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are 16 Colleges, (some of them possessing University powers), with 1,930 Students; 284 Academies and Private Schools,—increase, 5,—with 6,562 Puplis,—increase, 170; which were kept open 11 months, and employed 373 Teachers,—increase, 21. Total Students and Pupils, 8,492,—increase, 470.

XII. Table M.—Free Public Libraries, 1870.

1. This Table contains three Statements; first, of the Municipalities which have been supplied with Libraries, or additions, during the year, and the value and number of Volumes to each; second, the Counties to which Libraries have been supplied during the past and former years, and the value and number of Volumes, and also of other Public Libraries; third, the number and subjects of Volumes which have been furnished, as Libraries and Prize Books, to the several Counties each year since the commencement, in 1853, of this branch of the School System.

2.—*Statement No. 1.*—The amount expended in establishing and increasing the Libraries is $3,395,—decrease, $1,260,—of which one-half has been provided from local sources. The number of Volumes supplied is 5,024,—decrease, 1,404, which is more than made up by the increase of 60,000 in the Number of Books, as Prizes, sent out.

3.—*Statement No. 2.*—The value of Public Free Libraries furnished to the end of 1870 was $135,525,—increase, $3,395. The number of Libraries, exclusive of subdivisions, 1,146,—increase, 39. The number of Volumes in these Libraries was 239,062,—increase, 5,024.

Sunday School Libraries reported, 2,433, increase, 160. The number of Volumes in these Libraries was 345,855,—increase, 10,870.

Other Public Libraries reported, 389,—increase, 4. The number of Volumes in these Libraries was 174,441,—increase, 404.

The total number of Public Libraries in Ontario is 3,968,—increase, 203. The total of the number of Volumes in these Libraries is 759,358,—increase during the year, 16,298 Volumes.

4.—*Statement No. 3.*—This important Statement contains the number and classification of Public Libraries and Prize Books which have been sent out from the Depository of the Department from 1853 to 1870 inclusive. The total number of Volumes for Public Free Libraries sent out, 242,672. The classification of these Books is as follows:—History, 42,193; Zoology and Physiology, 15,275; Botany, 2,811; Phenomena, 6,108; Physical Science, 4,772; Geology, 2,077; Natural Philosophy and Manufactures, 13,152; Chemistry, 1,540; Agricultural Chemistry, 794; Practical Agriculture, 9,592; Literature, 23,272; Voyages, 20,989; Biography, 27,977; Tales and Sketches, Practical Life, 68,153; Fiction, 1,015; Teachers' Library, 2,952. Total number of Prize Books sent out, 503,449.

Grand total of Library and Prize Books, (including, but not included in the above, 14,379 Volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 759,884.

5. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these Libraries are managed by Local Municipal Councils and School Trustees, (chiefly by the latter), under Regulations prepared according to Law by the Council of Public Instruction. The Books are procured by the Education Department, from Publishers both in Europe and America, at as low prices for cash as possible; and a carefully prepared classified Catalogue of about 4,000 Works, (which, after examination, have been approved by the Council of Public Instruction), is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive Catalogue the local Municipal and School Authorities desirous of establishing and increasing a Library select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the Books at prices about from twenty-five to thirty per cent. cheaper than the ordinary retail prices, but an Apportionment in Books of one hundred per cent. upon the amount which they provide for the purchase of such Books. None of these Works are disposed of to any private parties, except Teachers and School Inspectors, for their Professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of Stock, and to add to the Catalogue yearly new and useful Books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every Public Library, and of the Books which have been furnished for it, so that additions can be made to such Libraries without liability to send second copies of the same Books.

XIII. Table N.—Summary of the Maps, Apparatus, and Prize Books Supplied to the Counties, Cities, Towns and Villages during the Year 1870.

1. The amount expended in supplying Maps, Apparatus, and Prize Books for the Schools, was, $28,810—increase, $4,345. The one-half of this sum was provided voluntarily from local sources; in all cases the Books, or articles, are applied for and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 136; of Europe, 221; of Asia, 185; of Africa, 164; of America, 180; of British North America and Canada, 238; of Great Britain and Ireland, 188; of Single Hemispheres, 153; of Scriptural and Classical, 135; of other Charts and Maps, 269; of Globes, 109; of sets of Apparatus, 62; of other pieces of School Apparatus, 612; of Historical and other Lessons, in sheets, 5,880. Number of Volumes of Prize Books, 60,655.

2. It may be proper to repeat that the Map, Apparatus, and Prize Book branch of the School System was not established till 1855. From that time to the end of 1870, the amount expended for Maps, Apparatus, and Prize Books, (not including Public Libraries), was $293,043, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the World furnished is 2,451; of Europe, 3,822; of Asia, 3,086; of Africa, 2,851; of America, 3,231; of British North America and Canada, 3,593; of Great Britain and Ireland, 3,688; of Single Hemispheres, 2,548; of Classical and Scriptural Maps, 2,628; other Maps and Charts, 5,444; Globes, 1,942; sets of Apparatus, 411; single articles of School Apparatus, 14,615; Historical and other Lessons in sheets, 154,212; Volumes of Prize Books, 503,449.

I here repeat the explanations which I have heretofore given of this branch of the Department:

"The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Canada, and are better executed,

and at lower prices, than imported articles of the same kind. The Globes and Maps manufactured, (even in the material), in Canada, contains the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are Tellurians, Mechanical, Powers, Numeral Frames, Geometrical Forms, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with the Copies and Models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way, new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal authorities all over the Country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the Cost of the article and Books procured, so that it does not cost either the Public Revenue, or School Fund, a penny, beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various articles of School Apparatus. I know of no other instance, in either the United States, or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the Public, and without adding to the public expense."

The following Tables will also be found of much interest in connection with this part of our School System.

TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATIONAL DEPOSITORY DURING THE YEARS 1851 TO 1870, INCLUSIVE.

Year.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
1851	.....	.....	$1,414 00	$1,414 00
1852	.....	.....	2,981 00	2,981 00
1853	.....	.....	4,233 00	4,233 00
1854	$51,376 00	.....	5,514 00	56,890 00
1855	9,947 00	$4,655 00	4,389 00	18,991 00
1856	7,205 00	9,320 00	5,726 00	22,251 00
1857	16,200 00	18,118 00	6,452 00	40,770 00
1858	3,982 00	11,810 00	6,972 00	22,764 00
1859	5,805 00	11,905 00	6,679 00	24,389 00
1860	5,289 00	16,832 00	5,416 00	27,537 00
1861	4,084 00	16,251 00	4,894 00	25,229 00
1862	3,273 00	16,194 00	4,844 00	24,311 00
1863	4,022 00	15,887 00	3,461 00	23,370 00
1864	1,931 00	17,260 00	4,454 00	23,645 00
1865	2,400 00	20,224 00	3,818 00	26,442 00
1866	4,375 00	27,114 00	4,172 00	35,661 00
1867	3,404 00	28,270 00	7,419 00	39,093 00
1868	4,420 00	25,923 00	4,793 00	35,136 00
1869	4,655 00	24,475 00	5,678 00	34,808 00
1870	3,396 00	28,810 00	6,175 00	38,381 00

Book Imports into Ontario and Quebec.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the year specified, showing the gross value of Books, (not Maps, or School Apparatus), imported into Ontario and Quebec.

Year.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
1850	$101,880 00	$141,700 00	$243,580 00	$ 84 00
1851	120,700 00	171,732 00	292,432 00	3,296 00
1852	141,176 00	159,268 00	300,444 00	1,288 00
1853	158,710 00	254,270 00	412,980 00	22,764 00
1854	171,452 00	307,808 00	479,260 00	44,060 00
1855	194,356 00	338,792 00	533,148 00	25,624 00
1856	208,636 00	427,992 00	636,628 00	10,208 00
1857	224,400 00	309,172 00	533,572 00	16,028 00
1858	171,255 00	191,942 00	363,197 00	10,692 00
1859	139,057 00	184,304 00	323,361 00	5,308 00
1860	155,604 00	252,504 00	408,108 00	8,846 00
1861	185,612 00	344,621 00	530,233 00	7,782 00
1862	183,987 00	249,234 00	433,221 00	7,800 00
1863	184,652 00	276,673 00	461,325 00	4,085 00
½ of 1864	93,308 00	127,233 00	220,541 00	4,668 00
1864-1865.....	189,386 00	200,304 00	389,690 00	9,522 00
1865-1866.....	222,559 00	247,749 00	470,308 00	14,749 00
1866-1867.....	233,837 00	273,615 00	507,452 00	20,743 00
1867-1868.....	224,582 00	254,048 00	478,630 00	12,374 00
1868-1869.....	278,914 00	373,758 00	652,672 00	11,874 00
1869-1870.....	220,371 00	351,171 00	571,542 00	13,019 00

XIV. Table O.—Superannuated and Worn-out Teachers of Public Schools.*

1. This Table shows the age and service of each Pensioner, and the amount which he receives. The system, according to which aid is given to worn-out' Public School Teachers, is as follows:—In 1853 the Legislature appropriated $2,000, which it afterwards increased to $4,000 per annum, in aid of Superannuated, or worn out, Public School Teachers. The allowance cannot exceed $6 annually for each year the Recipient has taught School in Ontario. Each Recipient must pay a subscription to the Fund of $4 for the current year, and $5 for each year since 1854 if he has not paid his $4 any year; nor can any Teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the system was established), if he began to teach before that time. When a Teacher omits his Annual Subscription, he must pay at the rate of $5 for that year, in order to be entitled to share in the Fund when worn out. When the fund is not sufficient, (as it never has been since the first year of its administration), to pay each Pensioner the full amount permitted by Law, it is then divided among the Claimants according to the number of years each one has taught. To secure equality, each claimant is paid in full the first year, less the amount of his subscriptions required by Law to be paid.

2. It appears from the Table that 256 have been admitted to receive aid, of whom 125 have died, have not been heard from, or have resumed teaching, or have withdrawn from the Fund before, or during, the year 1870, the amount of their subscriptions having been returned to them.

*Note.—I have fully discussed the provisions of the new law on this subject in a subsequent part of my Report.

3. The average age of each Pensioner in 1870 was 68 years; the average length of time of service in Ontario was 21 years. No time is allowed Applicants except that which has been spent in teaching a Public School in Ontario, although their having taught School many years in England, Ireland, Scotland, or the British Provinces, has induced the Council, in some instances, to admit applicants to the list of worn-out Public School Teachers after teaching only a few years in this Province, which would not have been done had the Candidate taught, altogether, only a few years of his life.

4. My Report in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the County of each Pensioner's residence. That part of the Table has been omitted in my last Reports to save the expense of printing, though the record is preserved in the Department for reference, if occasion require.

XV. Table P.—Educational Summary for 1870.

This Table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to get returns, the number of Students and Pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1870 was 4,970,—increase 47; the whole number of Students and Pupils attending them was 459,161,—increase, 11,001; the total amount expended for all educational purposes was $2,173,711,—increase, $113,927. The total amount available for educational purposes was $2,414,056,—increase, $140,152.

XVI. Table Q.—General Statistical Abstract of the Progress of Education in Ontario, from 1842 to 1869 Inclusive.

It is only by comparing the number and character of Educational Institutions at different periods, the number of Pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a Country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all of our Institutions of Education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them, and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items as examples. From 1848 to 1870 the number of Public Schools has been increased from 2,800 to 4,403, and the number of Pupils attending them from 130,739 to 421,866. The amount provided for the support of Public Schools has been increased since 1848 from $344,276 to $1,222,681, besides the amount provided for the purchase, erection, repairs of School Houses, etcetera, of which there are no Reports earlier than 1850, but which at that time amounted to only $56,756, but which in 1870 amounted to $489,380,—making the aggregate for Public School purposes in 1870, $1,712,061. Then the number of Free Schools since 1850 has increased from 252 to 4,244; to which are to be added the Normal and Model Schools, the system of uniform Text Books, Maps, Globes, Apparatus, (of domestic manufacture), Prize Books and Public Libraries.

XVII. The Educational Museum.

Nothing is more important that that an establishment designed especially to be the Institution of the people at large,—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be

such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the people.

It consists of a collection of School Apparatus for Public and High Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country, casts of Antique and Modern Statues and Busts, etcetera, selected from the principal Museums in Europe, including the Busts of several of the most celebrated characters in English and French History, also, copies of some of the works of the great Masters in Dutch, Flemish, Spanish, and especially of the Italian, Schools of Painting. What has been thus far done in this branch of public instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Educational Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature, by the means of Models, Objects and Publications, collected in a Museum connected with the Department.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although considerable before; many have repeated their visits again and again.

XVIII. Report of the Inspector of Grammar (now High) Schools.

I direct special attention to the practical and excellent Report of the Inspector of Grammar, (now High), Schools, which will be found in this Volume. The Report of the Inspector, (the Reverend J. G. D. Mackenzie, M.A.), this year, as in former years, is replete with practical Remarks and Suggestions; it points out clearly the defects of many, both High and Public Schools, and shows clearly in the interests of higher English, as well as of sound Classical Education, the necessity of the revisal of the System, as contemplated by the principal provisions of the High School Bill, which were adopted this year by the Legislative Assembly. I am glad that, under the new Act, the principle of apportioning the High School Fund, according to results of teaching, and not merely according to numbers, will be carried out.

XIX. Extracts from Reports of Local Superintendents of Common Schools.

Character of these Reports.—It was thought desirable this year, with a view to save expense, to omit most of the usual extracts from the Reports of Local Superintendents of Townships, Cities, Towns, and incorporated Villages.

6. *Competitive Examinations and Prizes.*—That Competitive Examinations of Schools, reported by the Local Superintendents, and the distribution of Prizes to reward and encourage punctuality, good conduct, diligence and perfect recitations of Pupils, form a powerful cement for improving the Schools, and animating Teachers and Pupils to exertion. In all the local Reports, there is scarcely a dissenting voice as to the salutary influence of distributing Prizes as an encouragement and reward to meritorious

Pupils in the Schools. The two or three instances in which a doubt as to their beneficial influence has been expressed, have been where the prizes have been distributed in an exceptional manner,—by the Teacher alone, or upon the single ground of cleverness or success at final Examinations, and not embracing rewards also for punctuality, good conduct, diligence, (as suggested and provided for by the four classes of Merit Cards), as well as for perfect recitations. The testimony is unanimous and unqualified as to the very beneficial influence upon Teachers and Pupils of Competitive Examinations among the Pupils of the several Schools of a Township.

XX. General Remarks on the School Law Improvement Act of 1871.

So many and important have been the changes recently made in the Law affecting our System of Public Instruction, that it may be well, as a preliminary to a discussion of those changes, briefly to refer to a few facts relating to the history and progress of our School System.

In 1844, when I had the honour to take charge of the Education Department, our Municipal System, (on which our then elementary School Law was engrafted), was in its infancy. The principle of local self government was new, and much opposition was experienced in giving effect to the School Law then in operation. The theory of local taxation for the support of Schools was in some places vigorously opposed, and in others regarded as a doubtful experiment. Even as late as 1850, some Municipalities refused to accept the improved Law enacted that year, or act under its provisions, and thus deprived their constituents of the great boon of popular Education. It is only six years since the last disability, caused by such refusal, was removed,—thus uniting the entire Province in a cordial acceptance of the School Law.

The following brief statistical references will illustrate the growth and prosperity of our School System:—

In 1844, there were but 2,610 Public Schools, in 1870, there were 4,566. In that year, (1844), the School population was 183,539,—of which 96,756 children attended the Public Schools, while 86,783, (or nearly as many more), were reported as not in attendance at any School whatever.

In 1870, the School population was 483,966,—of which 420,488 children were in attendance in our Schools, and 63,478 reported as not in attendance,—not one-seventh, instead of nearly one-half of the children of School age, as in 1844. In 1844, the whole sum available for the support of the Public Schools was about $280,000,—of which, approximately, $190,000 were raised by local taxation.* In 1870, the whole sum available for Public Schools was $1,712,060,—of which $1,336,383 were raised by local taxation and fees,—an increase of more than seven hundred per cent. over 1844!

Such are the three main facts illustrative of the progress of our Public School System during the last quarter of a century. Those who are familiar with our educational history during that period will remember the fierce opposition which some of what are now regarded as the essential features of our School Law encountered; but yet, under the Divine blessing, our Schools and School System have, nevertheless, so steadily progressed and prospered, that there are few Canadians who do not now refer with unmixed pride and satisfaction to the vastly improved condition of our Public Schools under the operation of the present Law, as revised in 1850.† On no one point have we greater cause for thankfulness and congratulation, than in the fact of the unanimity

*Note.—In 1850 (the first year in which we have positive information on this subject) we find that the total sum expended in this Province for public Elementary Education, was $410,472; of which $326,472 were raised by local Rates and Fees.

†Note.—No one is more sensible than I am of the numerous defects of our School System, and for this reason I have laboured all the more assiduously to have these defects removed by our recent School Legislation. As I have stated further on, I have even had to combat the views of those friends of the System who had thought that it was not susceptible of much improvement.

and cordiality with which our School System is supported by all classes of the community, by men of all shades of political feeling, and, with a single exception, (and that in part only), of all the Religious Persuasions in the Province.

Objections to Improve Our School System Answered.

It is a singular and gratifying, (yet in some respects it has proved an embarrassing), fact that the chief difficulty experienced in promoting the improvement of our School System has arisen from the somewhat over-sensitiveness of the friends of our Schools, lest the proposed changes should disturb the foundations of a System which they had learned to regard with so much favour and affection. This solicitude arose partly from a mistaken view of the condition and necessities of our System, and partly from a misapprehension of the scope and objects of the proposed ameliorations in our School Law. It will be my aim, however, in the following remarks to justify and illustrate the principles and policy involved in the recent important changes which have been made in our School Law.

I would, in the first place, remark that were we, in making improvements in our School System, to confine our observation and experience to our own Province alone, we might be disposed to look with complacency upon that System, and to rest satisfied with the progress which we have already made. The effect of such a state of feeling would be that we would seek to profit little by the educational experience and advancement of other Countries. But such a short-sighted and unpatriotic course, though approved by some on the principle of "let well alone," yet would not commend itself to the maturer judgment of those who are accustomed to look at the "stern logic of facts," and to take a comprehensive and practical view of the underlying causes of the social progress in other Countries.

We are a young Country, placed in close proximity to a large and wonderfully progressive people. In the good providence of God, we are permitted to construct on the broad and deep foundations of British liberty, the corner stone of a new nationality, leaving to those who come after us to raise the stately edifice itself. Apart from the vital Christianity of our people, what more lasting bond and cement of society in that new nationality, than a free and comprehensive System of Christian Education for the youth of the land, such as we have sought to establish? Our aim should, therefore, be to make that System commensurate with the wants of our people, in harmony with the progressive spirit of the times, and comprehensive enough to embrace the various branches of human knowledge which are now continually being called into requisition in the daily life of the Farmer, the Artizan, and the Man of Business. In no department of social and national progress have our neighbours made greater advances, or prided themselves more justly, than in that of Free Popular Education. On the other hand, in no feature of progress under British Institutions up to a late period has there been less satisfaction, as a whole, or less positive advancement than in that of Public Education. By many of our neighbours on the other side of the lines, such inertness and non-appreciation of a vital part of national life has been regarded as inherent in Monarchical Institutions. The fact, however, has been overlooked that the lingering effects of the long prevalence in Britain of the feudal theory, on which her social and political institutions were originally founded, has, in spite of various ameliorations in the condition of her people, exercised a sure but silent influence against the earlier adoption of the principle of the Free and universal Education of the people. But so surely and certainly has this latent feeling of opposition to Popular Education given way before the prevalence of more enlightened views, that, even in the most monarchical Countries of Europe, the desire felt and the efforts put forth for the diffusion of Public Education in all its comprehensiveness and fulness have been remarkable. Nevertheless, even among ourselves, that principle of latent opposition to Popular Education did exist in the earlier stages of our Educational history. Its gradual removal, therefore, under the beneficent operation of our School Laws, and the prevalence of juster and

more patriotic views in matters of Education are subjects of sincere congratulation to our people.

Illustrations of Educational Progress in Other Countries.

[Note.—Under this heading, the Chief Superintendent goes on to give a series of illustrations of the Educational state and progress of Education in various Countries in Europe and the United States. As this information is given in fuller detail in his "Special Report on Education in Europe," etcetera, reprinted on pages 253 to 255 of the Twentieth Volume of the Documentary History, I omit this part of his Annual Report dealing with that subject.]

Necessity for the Recent Changes in the School Law of Ontario.

I will now proceed, in the light of the educational facts and illustrations which I have given from other Countries, to discuss the recent improvements which have been effected in our own School Law.

The population of this Province, according to the recent Census, is 1,620,842. The number of children of School age is 483,966, or a little over one-fourth of the whole. The number of Elementary Schools is not much below 5,000, and are maintained at an annual cost of nearly $1,800,000, or one dollar per head of the population. Such being the magnitude to which our Educational System has grown, every man will feel how imperative it is upon us to see that that system is as thorough and complete in all of its details as possible; and that in no respect should it be allowed to fall below the standard now reached by the other educating Countries to which we have referred.

So long as our System of Schools was in its infancy, and might be fairly regarded as yet an experiment, so long might we confine our efforts to mere elementary organization and be content with very moderate results. Experience has shown, however, that without great care and constant effort, the tendency of all Systems of Education, and ours among the rest, is to a state of equilibrium, or to a uniform dead level of passable respectability. This is the stage in its history as elsewhere at which our School System has arrived, and at which, as I have explained, many of its friends are disposed to leave it. But those who have carefully studied the subject in all its bearings, and have looked more closely into the educational history, the progress and failures of other Countries, know full well that our School System would fall behind that of other Countries and become stationary, unless it embodies within itself, from time to time, the true elements of progress, and provides fully, and on a sufficient scale, for the educational wants of the youth of the Country.

These wants involved provision being made at this stage of our educational history, for the following among other matters, videlicet:—

I. The establishment of a National System of Free Schools.

II. Declaring the necessity for, as well as the right by Law, of every child to attend School, thus recognizing the principle of "Compulsory Education."

III. The fixing of a higher standard of qualification for Teachers.

IV. Giving the profession of teaching a fixed legal status, and providing for the retirement and support by it of its worn-out Members.

V. Prescribing a more systematical and comprehensive, yet practical, Course of Study for each class of Pupils in our Schools,—including the introduction of the new subjects of Agriculture, Commercial Instruction, Mechanics, Drawing, Vocal Music and Natural History into the Course of Study for the Schools.

VI. Requiring that adequate School Accommodation be provided by Trustees for all the children of School age in their localities.

VII. Giving facilities for the establishment of Township Boards of Education.

VIII. Authorizing the establishment of Industrial Schools.

IX. Discriminating, by a clearly defined line in the Course of Study, between the Public and High Schools; and prescribing a Programme of Studies for High Schools.

X. Providing for the establishment of Collegiate Institutes, or Local Colleges.

XI. Declaring the duty of Municipalities to maintain High Schools equally with Public Schools as part of the System.

XII. New principle of "Payments by Results" to High Schools.

XIII. Providing for a more thorough and systematic inspection of Public and High Schools,—thus recognizing the necessity for a more complete supervision of the entire System, and a harmony in its several parts.

XIV. Miscellaneous Provisions:—Pecuniary and Personal Responsibility of Trustees—Powers of Arbitrators—Appeals—Vacations, etcetera.

The Recent Important Changes in the School Law of Ontario.

Before entering into the immediate discussion of the recent improvements in our School Law, I quote, as a preliminary, the following striking remarks of the Reverend Charles Kingsley, (President of the Education Section of the Social Science Congress of England, in 1869), on the inherent right of every child to Education, and the duty of the Parent and of the State in giving facilities for the enjoyment of that right.

As to the right of the child, and the duty of the parent, Mr. Kingsley says:—

"Let me tell you in a few words what principles I believe should never be lost sight of by those who wish to educate a Nation. I hold, that whatever natural rights a human being brings into the world with him at his birth, one right he indubitably brings: namely—the right of education; that is, to have his faculties and capabilities educed--brought out; at least, so far that he can see for himself something for what there is to be learned, and what there is to be done, in the World in which he must needs live; and what of that he himself can learn and can do. I say he has a right to do this. He was put into the World by no act of his own; and he has a right to ask those who brought him into the World, that he shall be taught how to live in it. Of course it follows that he has a right to demand education first from his own Parents. They are responsible for him, not merely to the State, or to God; they are responsible for him to himself. But if his Parents will not, or cannot, give him education,—and that too many will not, who does not know?—if Parents, I say, will not, or cannot, educate him, of whom is the child to demand his natural right? I answer: From the State; and if the child, (as is the case) is unaware of its own right, and unable to demand it, it is the duty of all good citizens to demand it for him."

Further on, in discussing the duty of the State, Mr. Kingsley declares that:—

"The State has no right to compel the mass of citizens to receive among them every year a fresh crop of savages, to be a nuisance and a danger to the body politic. It has no right to demand that the physical life of the child shall be preserved, and yet to allow its far more important and valuable life—its intellectual and moral life—to be destroyed. Moreover, it has no right to delegate its own duties in the matter to any voluntary association, however venerable, earnest, able. The State, and the State alone, is responsible to the existing citizens for the training of those who are to become citizens. It alone ought to do the work; and it alone can."

I.—The System of Free Schools.

Since 1850 it was left to the Ratepayers in each School division to decide annually whether the Schools should be free, or partly supported by Rate Bill on Pupils attending the School. The principle, that a Public School Education is the right of every child in the land, and that every man should contribute, according to his property, to the education of every child in the community, by whose influence and labours such property is protected and rendered valuable, had greatly obtained, so that Free Schools had increased from one hundred to five hundred per annum, until upwards of four thousand of the four thousand four hundred Public Schools were made Free by actual experiments, and by the annual discussions and votes in these Primary Meetings of the

people. The demand was very general for several years, that all the Public Schools should now be made Free by Law, and all local disputes on the subject be thus terminated. This has now been happily accomplished by the new Law of 1871.

Free Schools in Various Countries.—Examples, Arguments and Illustrations.

A system of Free Schools now exists in the States of Massachusetts, Connecticut, New York, New Jersey, Michigan, Alabama, Missouri, Virginia, West Virginia, Indiana and Illinois. In this latter State, with a School population about double that of ours, the expenditure for Public Schools in 1868 was nearly seven millions of dollars, ($6,896,879),— a sum more than three times that of our Expenditure for Public Schools. The Free School tax alone amounted to $4,748,105, or nearly Five millions of dollars, while, (with a School population less than one-half that of Illinois), our entire Expenditure for Public Schools, in 1870, was only $1,712,060, or less than Two millions of dollars. This noble example of Illinois is truly stated in the Report to be "without a parallel in the whole history of Free Schools on this Continent." In regard to the various States of the South, the United States Commissioner of Education in his Report for 1870, says:—"It is gratifying to know that under the restoration policy of Congress the reorganized State Governments have adopted Constitutions making obligatory the establishment and conduct of Free Public Schools for all the children of School age." In Kentucky, a large majority of the people cast their votes in favour of Free Schools. but the Legislature refused to concur with them. In Queensland, (Australia), a system of Free Schools has been lately established; and in England County Boards are authorized to establish them.

In a recent Report of the Board of General Education in Queensland, (Australia), the Board thus refers to the operations of the Free School Law introduced into that Country in 1869:—

"We believe that, on the whole, the effect of the change has been decidedly beneficial; . . . but the balance between the good and the evil is certainly on the right side. Among the conspicuously beneficial consequences of the change, the large increase in the number of children brought within School influence naturally ranks first. The Rolls for 1870 included the names of 16,227 children, whereas the Return for 1869 showed only 11,087."

—an increase of attendance, it will be seen, of nearly fifty per cent. in one year!

In summing up the result of this educational experience in England, Mr. Kingsley thus discusses the application of the new principle of Free Schools. He remarks:—

"I question, from twenty-seven years' experience, whether it is really better to make the labouring class pay School pence, (as Fees) for the education of their children; whether the wisest method is not to make them pay School Rates, as they do Poor Rates, and open the School Free. My experience is, as long as they pay both the ignorant, the stupid and the unwilling, (and it is with them we have to deal in this matter), will persist in considering schooling as an article which they may buy or not, as they see fit, like fine clothes, or any luxury; and they will persist in thinking, or pretending to think, that they are doing the School Managers a favour, and putting money into their pockets; that they will persist in thinking, or pretending to think, that they pay for the whole of their children's education and ignore the fact that three-fourths of the expense is borne by others, and that the only method to make them understand that educating their children is an indefeasible duty, which as citizens they owe to the State itself, is for them to be taxed by the State itself, and for the State to say—there is your money's worth in the School. We ask no more of you; but your children shall go to School, or you shall be punished by the law."

The State Superintendent of Public Instruction for Virginia thus forcibly states the following historical facts and arguments in favour of Free Schools:—

"The undeniable fact of the steady growth of the Public Free School System among the civilized Nations for the last century creates a presumption in its favour. It flourishes under various forms of government and when once tried is never abandoned, but on the contrary, is cherished and perfected more and more. It is observed also that its popularity (in the United States) is not chiefly among the ignorant and moneyless, but among the more intelligent property holders, and often among those who have the largest tax to pay. This popularity is not to be accounted for by the growth of the Republican form of government, for the system existed on this Continent a hundred years before there was a Republic, and at this time it is flourishing among the Monarchies of Europe. And would it be seen existing in a perfection unknown on this Continent, and vitalizing the energies of a mighty, consolidated empire, behold the kingdom of Prussia! As a mere matter of fact, the Public Free School System is as clearly established as an element in the world's progress as any other of the great developments of modern enterprise. . . ."

The Secretary of the Board of Education for the State of Connecticut, thus expresses the feeling and experience of that State on the subject:—

"Free Schools no longer need any defence. Experience has tested them. Opposition and discussion have helped him. . . . The press of Connecticut, with possibly a single exception, is now a unit in behalf of Free Schools. The cause of education was never so heartily endorsed by the masses. The results of the Free System demonstrate its wisdom and necessity. The common people favour it, and already reap a rich harvest from it. The proof now before the public that over 10,000 children were barred from School by the Rate Bill, buries it beyond the possibility of resurrection. . . . No measure so radical, touching so many persons and pockets, was ever more generally ratified by the people. Michigan quoted our arguments and followed our example in 1869; and during the last month, New Jersey adopted a most liberal Free School Law, and thus the only vestige of the Rate Bill left in this broad land was abolished. The Free School System may now be truly called the American System—the only State System in this Country. It will stand so, for no State that has tried both systems ever went back to the Rate Bill."

As to the principles and conditions of the Free School System, the Commissioner of Public Instruction in Rhode Island declares that:—

"A system of Free Schools, to be universally popular, must be universally practical, so much so that the dullest comprehension may see something of intrinsic value in it. It becomes every intelligent citizen and Legislator, therefore, to inquire to what extent the operation of the System meets the wants of the people, and wherein it fails to secure the desired end. . . . A perfect system may become a perfect failure, if it does not feel the vital forces pervading it which spring from the popular will. An imperfect system may be made to do wonders, if its defects are supplemented by an intelligent and enthusiastic body of workers, supporting and advancing its interests. To secure the hearty co-operation from the whole people, the working plan must touch and vitalize every interest, and in its broad and liberal provisions it must meet the present and anticipate the prospective wants of every child and man in society. A noted king and philosopher of ancient times, when asked, 'What kind of education should be given to Boys?' answered: 'The kind of knowledge they will need to use when they become men.'"

II. Compulsory Attendance at School.

The provision of the Law in this matter is the legitimate consequence of the principle involved in the establishment of Free Schools; for if every man is to be taxed, according to his property, for the Public School Education of every child in the land, every Taxpayer has a right to claim that every child shall be educated in the various

branches of a good English Education; otherwise it is raising money by taxation under false pretences.

And, if every man is to be taxed according to his property for the education of every child, and if every child has a right to School instruction, some provision was needful to secure both the Ratepayer and the child against the oppression and wrong which might be inflicted by an unnatural Guardian, or Parent. Society at large, no less than the parties immediately concerned, requires this protection; and the protecting provision of the Law, in this respect, is milder and more guarded than a corresponding one in Prussia, Massachusetts, and other Countries where Public School Education is provided for and guaranteed to every child in the Country. According to the new Act, no Parent, or Guardian, is liable to punishment, whose wrong against society and his youthful charge is not wilful and criminal. If such protection in this mild and guarded form is found, on trial, to be insufficient for the purposes intended, a more stringent one can be enacted by the Legislature hereafter. But, I believe the Law will, upon the whole, secure the end proposed.

Origin of the Compulsory System in Germany and Scotland.—Examples.

1. The Reverend H. G. de Bunsen, in an address at a recent Social Science Congress, on the Education of Neglected Children, after showing that, out of 2,700,000 children in England that should attend the Public Elementary Schools, nearly one million and a half, (1,450,000), do not do so.

(NOTE.—There are a number of examples of the operation of the Compulsory System in Europe and the United States which are practically the same as given by Doctor Ryerson in his "Special Report on Education in Europe and the United States," and printed on pages 253-255 of the Twentieth Volume of the Documentary History. I therefore omit them in this part of the Annual Report.)

III. HIGHER STANDARD OF QUALIFICATION FOR TEACHERS.

1. On no one subject is there such general unanimity in all educating Countries than on the necesity for granting Certificates of Qualification to Teachers only after Examination. All were agreed upon this point; but all were not equally agreed as to the necessity for due Qualifications on the part of the Examiners themselves. The difficulty of obtaining the services of qualified persons in the rural parts was often urged as a reason why it should not be insisted upon. All that at first was deemed desirable in this matter was the constitution of some local authority for the examination and licensing of Teachers, without reference in many cases to any qualifications on the part of the Examiners, but that of social, or official, position. It was felt, too, that Normal Schools, Teachers' Institutes and Training Classes in Schools, or Colleges, would make up in some degree for the lack of professional experience in enquiring into and fixing the standard of a Teacher's qualifications for the important duties of his office; and that, if Teachers wished to take a higher rank in their profession, they could avail themselves of these facilities. But experience has proved how valueless, comparatively speaking, were Certificates to Teachers obtained from Examiners who, (although anxious to discharge their duties faithfully), practically knew nothing of teaching themselves, or of the peculiar fitness so necessary to a Teacher for the right discharge of the duties of his profession. Teachers, too, were found who were disposed to rest satisfied with Certificates obtained under such circumstances; and Schools and Pupils alike suffered from a want of ambition, or enterprise, on the part of such Teachers. The depressing effect on the Schools and on the profession itself of such a state of things had been long felt; in the various American States efforts have been made effectually to remedy the evil. The old Examining Boards, often the Trustees themselves, or some Official Persons in the neighborhood, have been gradually superseded by professional and trained Teachers of the highest grade, and the principle has

gained ground that, as in the professions of Divinity, Law, Medicine, Civil Engineering, etcetera, none but professionally trained Teachers should act as Examiners for the licensing of Teachers for our Public Schools.

New System of Examination of Teachers in Ontario.

2. Hitherto, in our own Province, Certificates were issued by County Boards of Public Instruction. Each Board consisted of a number of Members, most of whom, and, in some instances, all of whom, have had no experience as Teachers; each Board appointed the time as well as place of its own Meeting, prepared its own Examination Papers for three Classes of Teachers, and has then given Certificates according to its discretion, both as to Class and duration. Under the new School Act, each Board of Examiners consists of not more than five Members, who have had experience in teaching, and is under the direction of a County Inspector, who must be a First Class Teacher of the highest grade; and the Meeting of each Board is appointed to be held the same day in every County and City of the Province. The Examination Papers for all three Classes of Teachers are prepared, and the value of each question, and the time allowed for Examinations in each subject, determined by a Committee of practical Teachers, under the sanction of the Council of Public Instruction,—that Committee consisting, at present, of Professor Young, (late Grammar School Inspector), and the two Inspectors of High Schools. The Examination Papers for each County are sent under Seal to the County Inspector, which Seal is not broken, except in the presence of the Candidates for Examination on the day and at the hour appointed. The merits of the Answers to the Questions for Second and Third Class Certificates are decided upon by each County Board of Examiners; but the Answers to the Questions for First Class Certificates are transmitted to the Education Department at Toronto, to be decided upon by the Council of Public Instruction on the Report of its Committee of Examiners. Special instructions accompany the Examination Papers. It is proper to remark here that what have heretofore been termed "Third Class County Board Certificates" are not permitted by the provisions of the new Act, and that what are called and provided for under the new School Act as Third Class Certificates are quite equal if not above what have heretofore been called Second Class County Board Certificates. They are available for three years, and throughout the County in which they are granted. No new Candidate for teaching can receive a higher than a Third Class Certificate at his first Examination, or before the expiration of three years from that time, unless on the special recommendation of the Inspector for his attainments, ability and skill in teaching. No teacher is eligible to become a Candidate for a Second Class Certificate, who does not produce Testimonials of having taught successfully for three years, but he may be eligible at a shorter period after having received his Third Class Certificate, on the special recommendation of the County Inspector.

3. Second Class Certificates, under the new School Act, are of much more value, and should be of a higher character, than First Class Board Certificates under former Acts, as the latter were limited to a County, and could be cancelled at the pleasure of the Board that granted it; but the former is a Life License, (during good behaviour), and is available in every part of the Province. Each County Inspector, and the other Members of each County Board of Examiners have, therefore, been impressed with the duty of not granting a Second Class Certificate to any Candidate without satisfactory proof that he, or she, is a successful Teacher of three years' standing, (except in the case above specified), and a clear conviction in their own minds, that such Candidate is qualified to teach all the subjects of the Public School Programme. This is required, not only by the patriotic spirit of the School Law, and conformity to the objects and principles of the School System, but as an act of common justice to every Ratepayer in the Province. The Schools are made Free by Law; and every man in the Country is taxed according to his property to support the Public Schools; and every Taxpayer has a corresponding right to have his children educated in the Public Schools in all the subjects of a Public School Programme of Studies; and he is deprived of this right

if a Teacher is employed who cannot teach his children these subjects, as far as required. Whether, therefore, the County Boards grant many, or few, Second Class Provincial Certificates, I trust they will give no such Certificates as a personal favour, but simply upon the ground of ability to render the public educational service to the Country which the Law contemplates, and which every Ratepayer has a right to demand.

Various Questions Answered.

1. But it is proper for me to notice objections which have been made to the high standard which is alleged to have been fixed for giving Certificates to Teachers, and the expressed belief that many Schools will have to be closed for want of legally qualified Teachers. When I state, as I shall presently explain, that I have provided that not a single School throughout the land shall be closed for want of a legally qualified Teacher, and yet without lowering the standard of regular Certificates, it will be seen at once how imaginary are the forebodings of certain newspapers and their sympathizing Correspondents.

2. Let us now look at the facts of the whole case. It is admitted on all hands, and it was so admitted in the Legislature when the new School Act was a Bill under consideration, that the standard of Public School Teachers' Qualifications was too low: that the examinations of Teachers by the "County Boards of Public Instruction" were inefficient and unsatisfactory; all admitted that whatever good these County Boards, as then constituted, had done in the infancy of our School System, they had, in the majority of instances, long outlived their usefulness, either in elevating the Qualifications of Teachers, or in promoting the efficiency, or permanence, of the Teacher's profession, and that some change was necessary.

3. I, therefore, concurred in the principle that all those Teachers throughout the land who are really well qualified with Normal School Teachers, and who have received from County Boards First and Second Class Provincial Certificates, are entitled to Certificates of the same Class, and should have the earliest possible facilities to obtain them. Accordingly I recommended to the Council of Public Instruction the appointment of a Committee of Examiners, composed of most able and experienced Teachers, and wholly unconnected with the Normal School, and I suggested to the Examiners that they would make the Papers for the Examination of Teachers in the Counties somewhat easier than those which had been used in the examination of Normal School Teachers. This, I have been assured, has been done.

4. Now, the result is, that but fourteen Candidates have presented themselves in all the Counties of the Province for examination for First Class Certificates, and a surprisingly small number of Candidates for Second Class Certificates, more than half of whom have failed in the Examinations. A majority of more than three-fourths of the Candidates have presented themselves for Third Class Certificates. Of these, a large number had held First Class County Board Certificates, but many of them are reported to have failed in their Examinations for Third Class Certificates. These facts not only authorize the statement, but furnish the most complete demonstration of the utter defectiveness of the former County Board Examinations of Teachers.

The fact is, that these Examinations are now made realities. I am sure that no intelligent man, after examining the Programmes for the Examinations for even the First and Second Class Provincial Certificates, will say that they are in any respect too high for life Certificates of Teachers of Schools, for the support of which all classes of the community are taxed, and on which they are chiefly depending for the education of their children. . . .

IV. A Fixed Legal Status for the Profession of Teaching.

1. Another great improvement effected by the new School Act has been the giving to the profession of teaching a fixed legal status, and, as a necessary result, the providing for the retirement and support by it of the worn-out Members of the profession.

2. For the first time in the School legislation of this Province, and, I believe, in but one or two States of the American Union, a practical knowledge of teaching is made an indispensable condition to the appointment of Public School Inspectors and County, or City, Examiners. Hitherto, while some efficient and excellent Local Superintendents were appointed, many more were appointed from electioneering and kindred considerations, who were both incompetent for, and indifferent to, the duties of the office. I have been assured by many County Councillors that the legal defining of a Local Superintendent's Qualifications for office would have been a great help in enabling them to resist improper electioneering pressure, and in the selection of the best qualified men for that important work. In the State of Pennsylvania no one can be appointed to the office of County Superintendent but "a person of literary and scientific acquirements, and skill and experience in teaching." With our former system of Township Superintendents there was not only no legal standard of qualifications, but experienced Teachers were practically excluded from the office, because the Salary attached to it was insufficient for their support, and they had, (as a general rule), no other profession, or employment, by which to gain a livelihood. But now that the sphere of the Office is enlarged, so as to occupy the entire time of the Inspector, and secure to him an adequate support; and as the qualifications of it are now duly defined to be those of a First Class Teacher of the highest grade, it is open to the able and experienced Teacher, as the legitimate reward of his merits.

3. In carrying the new Law into effect in this matter, the services of several efficient County and City Superintendents were regarded as a sufficient evidence of their qualifications; but for all new Candidates experience in teaching is declared to be an essential qualification for the Office, together with a knowledge of subjects taught in the Schools. I believe all parties agree that, in this respect, the new School Act contains the mainspring of an immense elevation in the position and usefulness of the Teacher's profession. Even in a recent Annual Association of Teachers, the most restless and fault-finding of the number present could not otherwise than express satisfaction with the general provisions of the new Act, and protested against one Section only, the most benevolent Section of the whole Act,—the Section which requires each licensed male Teacher to pay for the license, (or monopoly of teaching which such license gives to him against any unlicensed Teacher), at the rate of two dollars each half-year towards the support of Superannuated, or worn-out, Members of his own profession.

Fixing the Minimum Salaries of Teachers.

1. I had hoped to have still further raised the status of the Teachers' profession by getting the Legislature to fix by Law the Minimum Salary to be paid to Teachers, in accordance with the class of Certificate which they held. The principle of fixing the Minimum Salaries of Teachers was concurred in by three-fourths of the County Conventions which I held in 1869. But the minorities in opposition to it were very large, and it was only carried upon the ground that liberal aid might be expected to be given to Sections in new and poor settlements. The minimum fixed, although small, was not concurred in by the Legislature.*

2. I think one of the most fruitful sources of the change of Teachers arises from the pernicious "cheap Teacher" system. The Reverend Doctor Fraser, Bishop of Manchester, as English Commissioner, in his Report on our School System, thus forcibly states the case, and gives illustrations. He says (page 69):—"In almost all the Reports, the rapid changes of Teachers are deplored as one of the greatest hindrances to the progress of the Schools. The changes occur chiefly in the rural districts, and among the junior Teachers of the City, (and Town), Schools." Further on he says:—"Indeed, it is the low range of Salaries, acting powerfully as a motive upon the general restlessness of the American temperament, which produces those rapid and continual changes

*The principle of minimum Salaries of Teachers was finally concurred in by the Legislature in 1906. See pages 251 and 296 of the Twentieth Volume of the Documentary History.

in the teaching staff of the Schools, the effects of which are so deeply and unanimously deplored. . . . The quietness and success that have marked a School year is attributed chiefly to the employment of the same Teachers who had taught for some time in the Township before. To find a body of Teachers who intend to 'make teaching their business for several years,' excites surprise. And yet it is felt and acknowledged that 'a Teacher is worth twice as much the second term as during the first.' 'Frequent change of Teachers' is classed with their 'incompetence,' and the 'irregular attendance' of Scholars, as the three great 'hindrances' to the successful prosecution of the Schools."

3. I cannot but remark that Teachers themselves promote, to a large extent, this pernicious system of change. Many of them enter the profession as a temporary expedient, and take a School for a year, or more. Such Teachers have no motive to improve the Schools, or to seek a re-engagement. Their only object is to make a little money out of them, or use them to bridge over some scheme of advancement.

Experience in Teaching Required from Inspectors and Examiners.

The Official Regulations in regard to Public School Inspectors and Examiners, adopted by the Council of Public Instruction, are as follows:—

1. *Qualifications of Public School Inspectors.*—All County and City Superintendents of Common, or Public, Schools, who have held that office consecutively for three years; all Teachers of Public Schools who have obtained, or who shall obtain, First Class Provincial Certificates of Qualification of the highest grade, (A); all Head Masters of Grammar, or High, Schools, who have taught the same School for three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools; and all Graduates in Arts, who have proceeded regularly to their Degrees in any University in the British Dominions, and who have taught in a College, or School, for not less than three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools, shall be considered legally qualified for the office of County Inspector of Public Schools, without any further Examination, on obtaining, in each case, from the Education Department, the Certificate required by Law.

2. *Qualifications of Examiners.*—All Head Masters of Grammar, or High, Schools, and those Graduates in Arts who have proceeded regularly to their Degrees in any University in the British Dominions, and have taught in a College, or School, for not less than three years; all Candidates for Degrees in Arts in the Universities of the United Kingdom, who, previously to the year 1864, possessed all the statutable requisites of their respective Universities for admission to such Degrees, and have taught in a College, or School, for not less than three years; and all Teachers of Common, or Public, Schools who have obtained First Class Provincial Certificates of Qualification, or who may obtain such Certificates under the provisions of the present School Law, shall be considered as legally qualified to be appointed Members of a County, or City, Board of Examiners, without further Examination, on their obtaining from the Education Department, for the satisfaction of the County Council, or City Board, a Certificate of their having complied with this Regulation, and being eligible under its provisions.

Regulations for giving effect to the foregoing.—I. Candidates eligible to act as County, or City, Examiners, will, on application, be furnished with the requisite Certificate from the Education Department.

II. A Candidate for the office of County, or City, Inspector of Public Schools must, in order to be eligible for that appointment, obtain from the Education Department a Certificate of his qualification for the office. This will be transmitted to him on his furnishing satisfactory proof that he possesses the legal qualifications. In the case of University Graduates, and Head Masters of High Schools, a satisfactory Thesis is required on the Organization and Discipline of Public Schools, etcetera.

III. The Thesis to be prepared ought not to exceed twenty-five, or thirty, pages of foolscap, written on one side only, and should embrace the following topics, or subjects, Chaptered as numbered, videlicet:—

1. Organization of Schools; Classification of Pupils; the system of Monitor Teachers —its use and abuse; School Buildings, and their in- and out-door arrangements, School Furniture and Apparatus, etcetera.

2. School Management; Time Tables and Limit Tables of Study; School Rules; School Register; Roll Book; Visitors' Book.

3. General Principles of Education; Art of teaching, with examples of the mode of treating various subjects; characteristics of the successful Teacher; how to secure Attention; how to interest the Class.

4. Characteristics of good style of Questioning; Correction of Errors; recapitulations, etcetera.

5. Principles of Mental, Moral and Physical Culture of childhood; Gymnastics and Calisthenics.

6. School Discipline; Rewards and Punishments; Prizes; authorized system of Merit Cards.

7. School Libraries; how best to make them available; School Museums, or local Collections,—their value, and how to promote their formation and use.

8. Principles of the School Law relating to Public School Trustees, Teachers, and Inspectors of Schools.

Duty of Teachers to provide for the Support of those Worn Out in the Profession.

1. In 1854 the Legislature inaugurated a benevolent scheme for the formation of a Fund, out of which to pension the worn-out Members of the profession of teaching.* It provided that Teachers should contribute Four dollars per annum to the Superannuation Fund, while the Legislative Body would supplement these contributions by a liberal Annual Grant. The Legislature performed its part generously, but the Teachers, except in a very few isolated cases, failed to do theirs. This they themselves seem to have felt, and in 1869 they suggested to the Legislature that each person, on entering the profession of teaching, should pay a fee of ten dollars into the Superannuated Teachers' Fund for his Certificate. In the Draft of Bill, as submitted by me to the Government in 1869, I modified this proposal, and provided that "no Certificate of Qualification should be valid any longer than the holder thereof should pay four dollars per annum into the Fund for the support of Superannuated, or worn-out, Teachers, as provided by Law." This proviso embodied an equitable principle of the English and Dominion Civil Service Acts, and was designed to do much to provide permanency in, and elevate the Teachers' profession; while the Salaries of Teachers in their agreements with Trustees would, no doubt, in most cases be augmented in proportion.

Objection by a Certain Class of Teachers to Contribute to the Fund.

Notwithstanding the great boon conferred upon Teachers by the establishment of such a Superannuation Fund for their benefit, a certain class of objectors has sought to create hostility to the Fund and to the mode of contributing to it. The agitation on the subject is being promoted by two small sections of the Teachers of our Public Schools —those who do not intend to remain in the profession, but make use of it as a stepping stone to something else;† and those who are penurious, or selfish.

*Note.—The present Bishop of Manchester, in his Report on the Schools of Ontario, after giving the facts, thus speaks of the funds as follows:—"The whole plan does credit both to the wisdom and the liberality of its framers."

†Note.—I have shown, in this Report, the pernicious influence of such Teachers upon the Schools. They lower the tone and *esprit* of the profession, are a fruitful cause of change in Teachers, give a temporary and fugitive character to teaching, and thus bring discredit both upon the profession and the Schools.

As to the necessity for this Fund, we would say, that so long as Teachers devote their lives to a profession so generally underpaid as theirs is, so long will there be a necessity for either friends, (if there be any, but who are often poor themselves), or the Teachers themselves, to provide for the quiet and comfort of the declining years of their brethren, who, in less prosperous days, and with scanty remuneration, led the van in that calling in which they feel proud to follow. Even now, at the Salary given to Teachers, (considering the increased cost of living), it is almost impossible to lay by a sum which would realize more than a few dollars a year. But by availing themselves of the provisions of the new Act, Teachers can, on the payment of a small sum of two dollars each half-year, secure an allowance for life, after their retirement from the profession, of six dollars a year for every year they may have taught School.

The Old Teachers Keep Down the General Scale of Remuneration.

There is another reason why, in the interests of the profession, the Superannuated Teachers' Fund should be sustained by them. Among the more than 5,000 Teachers in Ontario, some hundreds are getting advanced in life, and many of them are even old and infirm. Because of their age and infirmity, they find it difficult to get employment, and yet, for want of means of support, they cannot retire and make way for younger men. The consequence is that they offer their services at a very low rate, and thus find employment, to the exclusion of better Teachers at a higher Salary. Thus, in their need, they help to keep down the rate of remuneration, which would otherwise be paid to more active Teachers, while they keep up a competition from which the other Teachers are made to suffer. The younger Teachers should provide for the honourable retirement of a section of their own profession grown grey in the service and enfeebled by their sedentary life. This feature of the question has been pressed upon the attention of the Department. The following is a Letter of a highly respected Inspector, who has felt the embarrassment arising from the existence of old Teachers in his County. He says:—

"There are a few old Teachers in this County who, perhaps, answered an important purpose in the Teacher's calling twenty-five or thirty years ago, but whose stereotyped methods of procedure in the School Room are opposed to every kind of modern improvement in the art of teaching. It has become a serious matter with our Board of Examiners to know what is to be done with such Teachers. They are poor, and have not made the necessary payments into the Superannuation Fund."*

Now, Teachers will see that if they refuse to sustain the Fund in the manner provided by Law, they can neither expect to superannuate their older, worn-out brethren, nor can they, with any show of justice or propriety, ask the Legislature even to make the generous Grant which it has done for the past few years, but which, it is well known, is quite inadequate for the maintenance of the Fund. The agitation has raised the question of the very existence of the Fund itself; and, if the younger Teachers refuse

*Note.—Another Inspector, writing on this subject, says:—

"It cannot be denied that the Fund itself is a most excellent one, and that it has already proved a great boon to many members of the profession.

"It cannot be denied that it will prove a great pecuniary advantage to every Teacher who makes teaching a profession, and not a stepping stone to something else, and for these alone the Fund is intended.

"It cannot be reasonably denied that it is as just to impose a license upon Teachers, as upon Lawyers, Hotelkeepers, Auctioneers, Pedlars, or dry goods Merchants, and let the grumblers just compare for a moment the paltry $4 license of the Teacher with some other licenses which frequently reach $100 per annum. Moreover, the Teacher's hardships sink into insignificance when it is stated that his license, when paid, is invested at interest for his benefit in old age, and along with it $6,500 is added by the Government.

"It cannot be denied that the very Act which imposes the license, by raising the standard of qualification, and thus limiting the supply, has already had, or will soon have, the effect of raising the salaries of Teachers by an increase ten times as great as the license imposed.

"It cannot be denied that this agitation originated with and is now chiefly carried on by those Teachers who have adopted teaching not as a profession, but as a temporary expediency. They are generally smart men possessing a tolerably fair opinion of themselves, and evincing a large amount of cleverness and success in obtaining the most lucrative situations in advance of the really professional teacher. The Superannuation Fund was

to make the small sacrifice, in the interests of their profession, of paying two dollars every half-year into the Fund, (from which they themselves will derive a substantial benefit), and in the maintenance of which they are interested, how can they expect the Legislature,—which has recently so greatly raised the standard of their qualification, and incidentally of their emoluments,—to provide for their retirement from the profession and support when they are worn out?

On what Principle should this Superannuation Fund be Supported?

In reply to the question, "On what principle should this Fund be supported?" I answer, on the principle already laid down in its establishment, that of the mutual co-operation of the Teachers and the Government. This principle is one which commends itself to the judgment of Teachers, and yet they have not carried it out. While the Government have generously contributed to the Fund $4,000 per annum, and have even increased the Fund of late years to $6,500 per annum, the Teachers, as a body, have done nothing. An isolated case here and there of an expectant claimant on the Fund does send in his $4 a year, but the Teachers, as a body, have failed to do their duty in the matter. Low Salaries, selfishness, and a temporary interest in a profession which they did not mean to follow, have operated to produce this state of things. Now, however, the Country is prosperous; Salaries have been increased; this profession itself has been placed on a recognized footing, and it is right and proper for the Legislature, which has thus afforded facilities to elevate the teaching profession, to see that the old, worn-out Members of the profession shall be provided for, and not remain as a hindrance to progress.

Should the Teachers Sustain the Superannuation Fund?

We think we have already anticipated the answer to the question, "Who should sustain this Fund?" In fact, the Teachers have themselves answered it, but in a form which, in practice, would be felt by them to be onerous, if not progressive. At a Meeting of the Public School Teachers' Association of the Province of Ontario, held in 1869, a series of Resolutions was passed, embodying certain amendments to the School Bill then before the Legislature. Amongst those agreed to by the Teachers' Association was the following one, which involved the very principle of compulsion, against which Teachers now object:—"Each Candidate, at his, or her, first Examination for a Certificate of Qualification, shall deposit with the County Superintendent the sum of Ten dollars, to be paid into the Superannuated Teachers' Fund, of which Five dollars shall be refunded in case of failure." In other words, that before a Teacher is in a position to earn one penny in his profession, he shall be compelled to pay Ten dollars into the Fund. How much easier to the Teacher, more equitable in principle, and better in every respect is the provision of the Law, (against which the agitation has been raised), that no one but Members actually in the profession, who have derived their means of support from it, should be called upon to contribute to a Fund intended for their support on their retirement from it? That this is felt by Teachers to be the case, we learn from the following Resolution, which was recently agreed to at a Convention of Teachers for the West Riding of the County of Durham:—

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never intended for such; and they are the last that should find fault with a profession that serves them so good a turn, or malign those Legislators who have with the greatest wisdom and liberality made this noble provision for the meritorious Teacher in his old age, and who are endeavouring to raise the profession to a respectability that will induce clever men to adopt teaching as the business of their lives. Again they complain that the license is compulsory; of course it is. But it is no more compulsory than other licenses, and teaching is not compulsory. If they do not choose to pay the license to teach, they are at liberty to buy an Hotel-keeper's license, or an Auctioneer's license, or to follow some pursuit that requires no license.

"I have had the pleasure of conversing with several gentlemen of position outside the profession, on this subject, and they all agree that the Fund is a good one, that the four dollar license is not unreasonable, and that the present agitation is impolitic and against the best interests of the profession."

"Resolved, that we hear with sorrow that an effort is being made to repeal the Section in reference to the Superannuation Fund, and that we feel a debt of gratitude to Doctor Ryerson for the introduction of said Section, believing it to be one of the most beneficial amendments in the New School Act."

V. Comprehensive Course of Study for the Public Schools.

1. In dealing with this most important question, and in laying down a few general rules in regard to it, the following weighty words of the Reverend Doctor James Fraser, now Bishop of Manchester, in his admirable Report on the "School Systems of the United States and Canada," are highly suggestive:—

"The mistake that is commonly made in America is one, I fear, that is taking some root in England—a confusion of thought between the processes that convey knowledge, and the processes that develop mental power, and a tendency to confine the work of the School too exclusively to the former. It is, perhaps, the inevitable tendency of an age of material prosperity and utilitarian ideas. Of course, the processes of education are carried on through media that convey information too, and a well-educated man, if not necessarily is, at any rate, almost necessarily becomes a well-informed man. But in my sense of things the work of education has been successfully accomplished when a scholar has learned just three things—what he really does know, what he does not know, and how knowledge is in each case acquired; in other words, education is the development and training of faculties, rather than, to use a favourite American word, the "presentation" to the mind of facts. What was Aristotle's conception of the man whom he calls thoroughly educated? Not, I take it, a man of encyclopædic information, but a man of perfectly-trained and well-balanced mind, able to apply to any subject that may occupy his attention its proper methods, and to draw from it its legitimate conclusions. Hence the proper functions of a sound System of Education are to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste; and that is the best system which gives to each faculty of our complex nature its just and proportionate development."

2. In the Programme of Studies, and Limit Table, adopted after due consideration, for our Schools in Ontario, the subjects essential to a good Public School Education are prescribed and classified, as also the number of hours per week of teaching each subject; but the mode or modes of teaching and illustrating the several subjects specified in order, is left to the independent exercise of the genius and talents of each Teacher. In preparing this Programme, the Reports of the latest Royal Commissioners of England on Popular Education, and the opinions of the most experienced Educationists, have been consulted. It will be seen from the number and order of the subjects, and the time prescribed per week for teaching of them, that the first years of Common School Studies are almost entirely devoted to teaching the three primary and fundamental subjects of a good Education,—Reading, Writing and Arithmetic, including only such other subjects, and to such a degree, as to relieve the Pupils from the tedium of the more severe and less attractive studies, and to develop their faculties of observation and taste for knowledge, as suggested by the largest experience of the most advanced Educators. The subjects of the Programme are limited in both number and range to what is considered essential, and to what experience has proved can be thoroughly mastered by Pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the Thirteenth Section of the new School Act to be taught in the Schools and provided in the Programme, are such, and are prescribed to such an extent only, as is absolutely necessary for the advancement of the Country,—in Agriculture, the Mechanical Arts, and Manufactures, apart from Science and Literature. And when the cheap and excellent Text-

Books prescribed are examined in connection with the subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but everything for practical use and that which admits of easy accomplishment.

Education directed towards the Pursuits and Occupations of a People.

In this subject Doctor Playfair gives the following striking illustration. He goes on to say:—

"The great advantage of directing education towards the pursuits and occupations of the people, instead of wasting it on verbalism, is that, while it elevates the individual, it at the same time gives security for the future prosperity of the Nation. There are instances of Nations rich in natural resources of industry, yet poor from the want of knowledge, how to apply them; and there are opposite examples of Nations utterly devoid of industrial advantages, but constituted of an educated people, who use their Science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second. Spain, indeed, is wonderfully instructive, and her story is well told by Buckle, for you see her rise in glory, or fall in shame, just as there are conditions of intellectual activity, or torpor, among her inhabitants. Sometimes, animated with life, Spain seeks a high position among Nations; at other times she is in a death-like torpor. She is an apt illustration of the sentence: 'He that wandereth out of the way of understanding shall remain in the congregation of the dead.' The Jews brought into Spain their habits of industry, and later the Moors introduced the experience and science of their time; and they took root even in a Country devastated by wars between Christians and Mahommedans. But Spain committed two great national crimes—the expulsion of the Jews at one time, and of the residue of the Moors at another. The last crime of 1609, by which 1,000,000 of Moriscoes were thrust forth from the kingdom, was avenged by suddenly depriving Spain of the accumulated industrial experience of centuries. After that act Education was only allowed so far as it did not interfere with ecclesiastical fears, and the Country fell into a state of abject misery and dejection. A century after, the Duke de St. Simon, the French ambassador at Madrid, declared that Science in Spain is a crime, and ignorance a virtue. During the next century there was a period of three generations when foreign Science and experience were imported by the Spanish Kings, and the Country began to rise again to some condition of Education and prosperity. But in the last half-century it has relapsed, ecclesiastical power having again assumed its old way, and Spain has returned to a position of obscurity, from which, let us hope, she may emerge by her late Revolution. Few Countries have such riches in the natural resources of industry. A rich soil and almost tropical luxuriance of vegetation might make her a great food-exporting Nation. Iron and Coal, Copper, Quicksilver and Lead abound in profusion, but these do not create industries, unless the people possess knowledge to apply them. When that knowledge prevailed, Spain was indeed among the most advanced of industrial Nations. Not only her Metallurgic industries, but her Cotton, Woollen and Silk manufactures were unequalled; her Shipbuilding also was the admiration of other Nations. But all have decayed because Science withers among an uneducated people, and without Science Nations cannot thrive. Turn to Holland, once a mere province of Spain. She has nothing but a maritime position to give her any natural advantage. Within her land are no sources of mineral wealth; but she has compensated for its absence by an admirable education of her people. For my own Country I have no ambition higher than to get Schools approaching in excellence to those of Holland."

The New Subjects of Agriculture, Commercial Instruction, Mechanics, Drawing, Practical Sciences and Natural History.

1. I may remark that one great object of the new School Act was to make our Public Schools more directly and effectively subservient to the interests of Agriculture, Manufacture and Mechanics.

2. In my first Special Report on "A System of Public Elementary Education for Upper Canada," laid before the Legislature in 1846,* I stated the Institutions necessary for these purposes; and in the concluding remarks of my last two Annual Reports I have expressed strong convictions on the subject. When we consider the network of Railroads which are intersecting, as well as extending from one end to the other of, our Country, the various important Manufactures which are springing up in our Cities, Towns and Villages, and the Mines which are beginning to be worked, and which admit of indefinite development, provision should, undoubtedly, be made for educating our own Mechanical and Civil Engineers, and chief workers in Mechanics and Mines; but I here speak of the more elementary part of the work of practical education, which should be given in the ordinary Public Schools.

3. It must be admitted that, although the general organization of our Public School System is much improved, and, although the Schools themselves have improved, yet that the knowledge acquired in them is very meagre—extending for practical purposes very little, and in many cases not at all, beyond what have been termed the three R's, —Reading, 'Riting, and 'Rithmetic. If the System of Schools cannot be greatly improved, what is taught in the Schools should be greatly advanced and extended. I entirely agree with the Honourable John Carling, Commissioner of Agriculture, who, in an able Report, remarks:—

"Notwithstanding the great advancement we have made within a period comparatively short, I have a growing conviction that something more is required to give our Education a more decidedly practical character, especially in reference to the Agricultural and Mechanical classes of the community, which comprise the great bulk of the population, and constitute the principle means of our wealth and prosperity. What now appears to be more specially needed to carry forward this great work is, in addition to the ordinary instruction in Common Schools, the introduction of the elementary instruction in what may be termed the foundation principles of Agricultural and Mechanical Science."

4. These views have been successfully acted upon in our Normal and Model Schools, but I propose to carry them into more certain and general operation, by the additional Lectureship in the Normal School, which has been established for the special purpose of preparing Teachers to teach the subjects indicated in the Public and High Schools. We have, already, in the Educational Museum the specimens of Models necessary for a School of both the Fine, and some of the Mechanical, Arts; and I trust soon to be supplemented by Schools of Mechanical and Civil Engineering, if not of Architecture, as also of Manufactures and Agriculture.

The Way in which this Instruction should be Given.

1. As to the only way in which instruction in these subjects should be given, we quote the following strikingly forcible language of Doctor Lyon Playfair on the subject. He says:—

"The Pupil must be brought in face of the facts through experiment and demonstration. He should pull the Plant to pieces, and see how it is constructed. He must vex the Electric Cylinder till it yields him its sparks. He must apply with his own hand the Magnet to the Needle. He must see Water broken up into its constituent parts, and witness the violence with which its elements unite. Unless he is brought into actual contact with the fact, and taught to observe and bring them into relations with the Science evolved from them, it were better that instruction in Science should be left alone. For one of the first lessons he must learn from Science is not to trust in authority, but to demand proof for each asseveration. All this is true education, for it draws out faculties of observation, connects observed facts with the conception deduced

*This Report is printed as Chapter VII. in the Sixth Volume of the Documentary History.

from them in the course of ages, gives discipline and courage to thought, and teaches a kowledge of scientific method which will serve a life time. Nor can such an education be begun too early. The whole yearnings of a child are for the Natural Phenomena around, until they are smothered by the ignorance of the Parent. He is young Linnæus roaming over the fields in search of flowers. He is a young Conchologist, or Mineralogist, gathering Shells, or Pebbles on the Sea Shore. He is an Ornithologist, and goes Bird nesting; and Icthyologist, and catches Fish. Glorious education in nature, all this, if the Teacher knew how to direct and utilize it. The present system is truly ignoble, for it sends the working man into the world in gross ignorance of everything that he has to do in it. The utilitarian system is noble, in so far as it treats him as an intelligent being, who ought to understand the nature of his occupation, and the principles involved in it. If you bring up a Ploughman in utter ignorance of everything relating to the Food of Plants, of every mechanical principle of Farm Implements, of the Weather to which he is exposed, of the Sun that shines upon him, and makes the Plants to grow, of the Rain, which, while it drenches him, refreshes the Crops around, is that ignorance conducive to his function as an intelligent being? All Nations which have, in recent years, revised their Educational Systems, have provided a class of Secondary Schools for the Industrial classes, especially devoted to teach them the principles of Science and Art relating to their Industries. Holland compels every Town of 10,000 inhabitants to erect such Schools."

Necessity for Teaching Practical Science in the Schools.—Examples.

1. What Doctor Lyon Playfair has remarked, in regard to English Elementary Schools and the teaching of practical Science in them, applies largely to Canada:—

"The educational principle of Continental Nations is to link on Primary Schools to Secondary Improvement Schools. The links are always composed of higher subjects, the three R's being in all cases the basis of instruction; elementary Science, and even some of its applications, is uniformly encouraged and generally enforced. But, as we have Schools corresponding to the Secondary Improvement Schools for the working classes, we suppose we can do without them, used as links. No armour-plate of knowledge is given to our future Artizan but a mere veneer of the three R's, so thin as to rub off completely in three or four years of the wear and tear of life. Under our present system of elementary teaching, no knowledge whatever, bearing on the life-work of a people, reaches them by our System of State Education. The Air they breathe, the Water they drink, the Tools they use, the Plants they grow, the Mines they excavate, might be made the subjects of surpassing interest and importance to them during their whole life; yet of these they learn not one fact. Yet we are surprised at the consequences of their ignorance. A thousand men perish yearly in our Coal Mines, but no School Master tells the poor Miner the nature of the Explosive Gas which scorches him, or of the after Damp which chokes him. Boilers and Steam-engines blow up so continually that a Committee of the House of Commons is now engaged in trying to diminish their alarming frequency, but the poor Stokers who are scalded to death, or blown to pieces, were never instructed in the nature and properties of them. In Great Britain alone, more than one hundred thousand people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the Laws of Health, which are never taught them at School."

2. In regard to the study of Natural Science in the Schools, the Royal Commissioners appointed to enquire into systems of Schools, say:—

"We think it established that the study of Natural Science develops better than any other studies the observing faculties, disciplines the intellect by teaching induction, as well as deduction, supplies a useful balance to the studies of Language and Mathematics, and provides much instruction of great value for the occupations of after life."

The Study of Natural History in the Schools.

1. In further illustration of this subject, I add a few words by Professor Agassiz, formerly a distinguished Teacher in Switzerland, latterly a distinguished Professor in the United States. In an Address at an Educational meeting in Boston "on the desirability of introducing the study of Natural History into our Schools, and of using that instruction as a means of developing the faculties of children and leading them to a knowledge of the Creator," Professor Agassiz observes:—

"I wish to awaken a conviction that the knowledge of nature in our days lies at the very foundation of the prosperity of States; that the study of the Phenomena of Nature is one of the most efficient means for the development of the human faculties, and that, on these grounds, it is highly important that this branch of education should be introduced into our Schools as soon as possible. To satisfy you how important the study of Nature is to the community at large, I need only allude to the manner in which, in modern times, man has learned to control the forces of Nature, and to work out the material which our earth produces. The importance of that knowledge is everywhere manifested to us. And I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man than by alluding to that venerable old man, Humboldt, who became an object of reverence throughout the world, merely by his devotion to the study of Nature. If it be true, then, that a knowledge of Nature is so important for the welfare of States and for the training of men to such high positions among their fellows by the development of their best faculties, how desirable that such a study should form part of all education! And I trust that the time when it will be introduced into our Schools will only be so far removed as is necessary for the preparation of Teachers capable of imparting that instruction. The only difficulty is to find Teachers equal to the task. I believe that in entrusting the education of the young to incompetent Teachers, the opportunity is frequently lost of unfolding the highest capacities of the Pupils. I have been a Teacher since I was fifteen years of age. I do love to teach; and there is nothing so pleasant to me as to develop the faculties of my fellow beings, who, in their early age, are entrusted to my care; and I am satisfied that there are branches of knowledge which are better taught without Books than with them; and there are some cases so obvious, that I wonder why it is the Teachers always resort to Books when they would teach some new branch in their Schools—when we would study Natural History, instead of Books, let us take specimens—Stones, Minerals, Crystals. When we would study Plants, let us go to the Plants themselves, and not to the Books describing them. When we would study Animals, let us observe Animals."

2. Thomas Carlyle wrote: "For many years it has been one of my constant regrets, that no Schoolmaster of mine had a knowledge of Natural History, so far, at least, as to have taught me the little winged and wingless neighbours that are continually meeting me with a salutation which I cannot answer, as things are."

The Value of Drawing in our Schools.

1. So important and necessary was Drawing, (which is now prescribed in our Schools), felt to be, as a branch of learning, that in 1870, the Legislature of Massachusetts passed Law on the subject, requiring it to be taught in the Schools.

2. On this enactment, the Secretary of the Board of Massachusetts remarks:—

"This is one of the most important laws of the Session of 1870, and is destined, I doubt not, to produce lasting and beneficial results."

3. The English Commissioners, in their Report, thus summarize the opinions of those gentlemen examined by them in regard to the subject of Drawing. They say:—

"Mr. Stanton remarks that 'whether we regard it as a means of refinement, or as an education for the eye, teaching it to appreciate form, or as strengthening habits of accurate observation, or again as of direct utility for many Professions and Trades, it is equally admirable.' Doctor Hodgson stated it as his opinion that 'drawing should be taught to every child as soon as he went to School,' and added that 'it was already taught to all the Boys, (nearly 1,000), in the Liverpool Institute.' From Mr. Samuelson's Letter to the Vice President of the Committee of the Council of Education, Drawing appears to be always regarded as a most important subject of instruction in the Technical Schools on the Continent of Europe; and the bearing of this on the excellence ascribed to the foreign Artizans and Superintendents of Labour cannot be mistaken."

Provision for Teaching Vocal Music in our Schools.

1. Vocal Music being now required to be taught in our Schools, we insert the following striking illustration of its value and importance as a softening and humanizing influence as a subject of instruction, from the Report of the Secretary of the Board of Education in Connecticut, for this year. It will be seen how successfully he combats the statement so often put forth that instruction in Vocal Music is of no practical use to a large number of children, because of their inability to sing. He says:—

"Music is taught in our best Schools, and should be in all. In many instances, it has taken its proper place as one of the regular Studies. It is the testimony of multitudes of Teachers, that music helps, instead of hindering, progress in other Studies. It stimulates the mental faculties and exhilarates and recreates Pupils, when weary with study. Some branches are pursued largely for the mental discipline which they impart. No study that can be taken up so early, is a better discipline in rapid observation and thinking; none so early and easily develops the essential power of mental concentration. In singing by note, a child must fix his thoughts and think quickly and accurately. The habit of fixing the attention thus early formed, will aid in other Studies. There is abundant testimony that Scholars progress more rapidly in the common branches, where singing is taught. Vocal Music aids in graceful Reading, by promoting better articulation, improving the voice and correcting hard and unpleasant tones. The influence in cultivating the sensibilities, improving the taste, and developing the better feelings of our nature, amply compensate for the time required for this study. Its efficacy in School Government, making work a play, giving a systematic recreation—enjoying it the more, because always in concert, and with the sympathy and stimulus of companionship—is admitted by the most successful Teacher. Trouble in the School-room often comes from that restlessness, which proper intervals of singing would best relieve. Singing is a healthful, physical exercise. In Primary Schools, Gymnastic Exercises often accompany the singing. When children are trained to erectness of posture and to the right use of the vocal organs, Speaking, Reading, and Singing are most invigorating exercises; expanding the chest, promoting deep breathing, quickening the circulation, and arousing both the physical and mental energies. Diseases of the respiratory organs are the great scourge of this climate, and occasion more than one-fifth of our mortality. The remarkable exemption of the German people, alike in Germany and America, from pulmonary disease, is attributed, by eminent medical authority, largely to the universal habit of singing, in which they are trained from their earliest years, both at home and at School. Thus their lungs are expanded and invigorated. The broad chest is a national characteristic. There is a common but erroneous impression that only a favoured few can learn Music. How is it then that every child in Germany is taught singing as regularly as Reading? But facts may be found nearer home. Superintendent Parish says: 'A systematic course of training the voices of the little ones in the Primary Rooms has been commenced. Thus far, the experiment has been a complete success. Children from five to eight years of age, readily sing the scale, singly and in concert, and read from the Blackboard notes on the staff by Numerals and Syllables, with as little hesitation as they call the Letters and Words of the Reading lesson.. General

Eaton, the National Commissioner of Education, and Governor English, when visiting the Schools in New Haven, expressed their surprise and gratification at hearing children in the Primary Schools sing at sight exercises marked on the Blackboard by the Teacher. 'The exercises are placed on the Blackboard in the presence of the Scholars, and they are required to sing them once through, without the aid of the Teacher, or instrument, and are marked accordingly.'"

Facilities for Giving a Practical Commercial Education in the Schools.

One of the felt wants in our System of Public and High Schools has been facilities for giving Boys instruction in matters relating to Commercial and Business transactions. That want has been supplied; and both in the High and Public School Law provision has been made for giving Pupils instruction in subjects relating to Commercial Education. For years this subject has received attention in the Model School of Ontario, and Boys have been thoroughly prepared in Book-keeping and other kindred branches, so as to fit them at once for practical work in the Counting-house and other departments of Mercantile life. The result has been, that Boys trained there, have been much sought after by Merchants and others. In the new Programme of Study prescribed for the Schools, Pupils are required:—

1. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest.

2. To know the definition of the various Account Books used. To understand the relation between Debtor and Creditor, and the difference between Single and Double Entry.

3. To know how to make original Entries in the Books used for this purpose, such as Invoice Book, Sales Book, Cash Book, and Day Book.

4. To be able to Journalize any ordinary transaction, and to be familiar with the nature of the various Accounts in the Ledger, and with the mode of conducting and closing them.

5. To be familiar with the forms of ordinary Commercial Paper, such as Promissory Notes, Drafts, Receipts for the payment of money, etcetera.

6. In the English Course for the High Schools, Pupils are required to be acquainted with Commercial forms and usages, and with practical Telegraphy.

VI. Providing Adequate School Accommodation.

1. The new School Act very properly declares that Trustees "shall provide adequate Accommodations for all the children of School age, (*i.e.*, between the ages of five and twenty-one years, resident), in their School Division," (*i.e.*, School Section, City, Town, or Village). It also provides that "no School Section shall be formed which shall contain less than fifty resident children, between the ages of five and sixteen years, unless the area of such Section shall contain more than four square miles." These "Accommodations," to be adequate, should include, (as prescribed by the special Regulations):—

(1) A Site of an Acre in extent, but not less than half an Acre.*

Size of School Grounds—The School Grounds, wherever practicable, should, in the rural Sections, embrace an Acre in extent, and not less than half an Acre, so as to allow the School House to be set well back from the Road, and furnish Play-grounds within the Fences. A convenient form for School Grounds will be found to be an area of ten rods front by sixteen rods deep, with the School-house set back four, or six rods from the Road. The Grounds should be strongly fenced, the Yards and Outhouses in the rear of the School-house being invariably separated by a high and tight board Fence; the front Grounds being planted with shade Trees and Shrubs. For a small School, an area of eight rods front by ten rods deep may be sufficient, the School-house being set back four rods from the front.

(2) A School House, (with separate Rooms), where the number of Pupils exceeds fifty, the Walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in attendance, so as to allow an area in each Room, for at least one hundred cubic feet of Air for each child.* It shall also be sufficiently warmed and ventilated, and the Premises properly drained.

(3) A sufficient Fence, or Paling, round the School Premises.

(4) A Play-ground, or other satisfactory provision for physical exercise, within the fences, and off the Road.

(5) A Well, or other means of procuring Water for the School.

(6) Proper and separate Offices for both sexes, at some little distance back from the School House, and suitably enclosed.

(7) Suitable School Furniture and Apparatus, videlicet:—Desks, Seats, Blackboards, Maps, Library, Presses and Books, etcetera, necessary for the efficient conduct of the School.

2. In his Official Visitations to the Schools, the Inspector is required to inquire into the tenure of the Property; the materials, dimensions, and plan of the Building: its condition; when erected; with what funds built; how lighted, Warmed, and Ventilated; if any Class Rooms are provided for the separate instruction of part of the children; if there is a Lobby, or Closet, for Hats, Cloaks, Bonnets, Book-presses, etcetera; how the Desks and Seats are arranged and constructed; what arrangements for the Teacher; what Play-ground is provided; what Gymnastic Apparatus, (if any); whether there be a Well, and proper conveniences for private purposes; and if the Premises are fenced, or open on the Street, or Road; if Shade Trees and any Shrubs or Flowers are planted.

3. In his inquiries in these matters, the Inspector is specially directed to see whether the Law and Regulations have been complied with in regard to the following matters. (Should he discover remissness in any of them, he is directed to call the attention of the Trustees to it, before withholding the School Fund from the Section, with a view to its remedy before his next half-yearly visit):—

(1) *Size of Section.*—As to the size of the School Section, as prescribed by the Fifteenth Section of the School Law of 1871.

(2) *School Accommodation.*—Whether the Trustees have provided "adequate Accommodation for all the children of School age [*i.e.*, between the ages of five and twenty-one years, resident] in their School division," [*i.e.*, School Section, City, Town, or Village], as required by the Second Section of the School Act of 1871.

(3) *Space for Air.*—Whether the required space of nine square feet for each Pupil, and the average space of one hundred cubic feet of air for each child, have been allowed in the construction of the School House and its Class Rooms.

(4) *Well; Proper Conveniences.*—Whether a Well, or other means of procuring Water is provided; also, whether there are proper conveniences for private purposes of both sexes on the Premises.

4. The Trustees having made such provision relative to the School House and its appendages, as are required by the Fourth Clause of the Twenty-seventh Section, and the Seventh Clause of the Seventy-ninth Section of the Consolidated School Act, and as provided, in Regulation Nine of the "Duties of Trustees," it is made by the Regulation, the duty of the Master to give strict attention to the proper Ventilation and Temperature,† as well as to the cleanliness of the School House; he shall also prescribe

*Thus, for instance, a Room for fifty children would require space for 5,000 cubic feet of air. This would be equal to a cube of the following dimensions in feet, videlicet: 25x20x10, which is equivalent to a Room 25 feet long by 20 wide and 10 feet high.

†Note.—*Temperature.*—In Winter the temperature during the first School hour in the forenoon or afternoon should not exceed 70°, nor 66° during the rest of the day.

such Rules for the use of the Yard and Out-buildings connected with the School House, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any part of cleanliness about the Premises. He is also required to see that the Yards, Sheds, Privies and other Out-buildings are kept in order, and that the School House and Premises are locked at all proper times; and that all deposits of sweepings, from Rooms or Yards, are removed from the Premises.

Proceedings in other Countries in Regard to School Accommodation.

1. In England "the (Parliamentary) Grant is withheld altogether if the School be not in a Building certified by the Inspector to be healthy, properly Lighted, Drained and Ventilated, supplied with Offices, and containing in the principal School Room at least eighty cubical feet of internal area per each child in average attendance."

2. In New York State Report for 1868 we learn that:—"In regard to the changes made in the School Houses of Onondaga County, four districts, after being notified that their School Houses would be condemned as unfit for School purposes, unless soon repaired or new ones built, have gone to work with a good will, and now have, in each of these districts, Houses which are ornaments and an honour to the men whose influence and steady toiling caused the old unfit habitations to give place to the new."

3. In Section 29 of the New School Act for Nova Scotia, passed in May, 1871, the following are the provisions in regard to School Accommodation. They are even more comprehensive and minute than ours:—

"The School Accommodation to be provided by the District [School Section] shall, as far as possible, be in accordance with the following arrangements:—

"For a District having fifty Pupils, or under, a House with comfortable Sittings, with one Teacher.

"For a District having from fifty to eighty Pupils, a House with comfortable Sittings and a good Class Room, with one Teacher and an Assistant.

"For a District having from eighty to one hundred Pupils, a House with comfortable Sittings and two good Class Rooms, with one Teacher and two Assistants, or a House having two Apartments, one for an Elementary and one for an Advanced department, with two Teachers. Or, if one commodious Building cannot be secured, two Houses may be provided in different parts of the District, with a Teacher in each, one being devoted to the younger children, and the other to the more advanced.

"For a District having from one hundred to one hundred and fifty Pupils, a House with two adequate Departments, one for an Elementary and one for an Advanced department, and a good Class Room accessible to both; with two Teachers, and, if necessary, an Assistant; or, if the District be long and narrow, three Houses may be provided, two for Elementary departments, and one for an Advanced department, the former being located towards the extremes of the District, and the latter at, or near, the centre.

"For a District having from one hundred and fifty to two hundred Pupils, a House with three Apartments, one for an Elementary, one for an Advanced, and one for a High School, and at least one good Class Room common to the two latter, with three Teachers, and, if necessary, an Assistant; or, if necessary, Schools may be provided for the different departments in different parts of the District.

"And generally, for any District having two hundred Pupils and upwards, a House, or Houses, with sufficient accommodation for different grades of elementary and advanced Schools, so that in Districts having six hundred Pupils and upwards, the ratio of Pupils in the Elementary, Advanced and High School departments shall be, respectively, about eight, three, and one."

4. In Nova Scotia, the Board of School Examiners appointed for each District by the Governor-in-Council is authorized by Law:—

"To declare, upon the Inspector's Report, or upon other reliable information, the School House, or Houses, or Buildings used as such, unfit for School purposes, and shall forward such declaration to the Trustees of the Section, and the Board shall thereafter withhold all Provincial aid from any such Section, if measures are not adopted whereby a suitable House, or Houses, may be provided, according to the ability of the Section."

"The mode of arranging the Seats in School Houses in the United States is now almost unanimously admitted to be the best. By this mode the Teacher is enabled to have his Eye upon every Pupil, and every Pupil to have his Eye upon the Teacher. According to this method, and allowing for the length either 6, or 8, feet for Entrance Hall, 4 to 5 feet for Teacher's Platform, 4 to 5 feet between the Platform and Desks, and 2 feet 6 or 9 inches (according to the size of Pupils) for each Desk and Seat together, and allowing 2 feet for the aisles, from 3 feet 6 inches to 4 feet, in Graded Schools, for each Desk, and at least two feet for divisions between rows of Desks, the following divisions will furnish accommodation for the number of Scholars prefixed:—

Plan No. 1.—24 Scholars, 26 × 21 clear, 6 feet hall, 3 rows of desks.
30 Scholars, 29 × 21 clear, 6 feet hall, 3 rows of desks.
36 Scholars, 32 × 21 clear, 6 feet hall, 3 rows of desks
Plan No. 2.—46 Scholars, 35 × 26 clear, 8 feet hall, with single desks at sides, and three rows of graded desks in centre.
Plan No. 3.—56 Scholars, 40 × 27 clear, with Class-room.

"Adding 2 feet 9 inches to the length for every additional row of Desks. Where the number of Scholars amounts to upwards of fifty, there should be a Class Room attached."

5. In Prince Edward Island the School Law declares that:—

"Every School House hereafter to be erected and used as such, within any District now, or hereafter, established under this Act, and not already contracted to be built, shall not be less in clear area than four hundred square feet, nor in the height of post than ten feet clear between the Floor and Ceiling, or be built nearer to the Highway than ten yards."

6. In Victoria, (Australia), no School receives aid from the Central Board unless the following, (among other conditions), be complied with, videlicet:—

"That in the case of new Buildings the School Room shall contain not less than eight square feet for each child in average attendance, and that the Walls be not less than ten feet in height to the Eaves; that in all cases the School Room shall be sufficiently Warmed, Ventilated and Drained; that there be proper and separate Offices for both sexes; that there be a Play-ground attached, or other satisfactory provision made for physical exercise; and that the School be properly provided with the amount of School Furniture and Apparatus, videlicet:—Desks, Forms, Blackboards, Maps, Books, etcetera, necessary for the efficient conduct of such School."

7. In South Australia:—

"Grants-in-aid are allowed towards the cost of building School Houses, to an amount not exceeding Two hundred pounds for each School. The conditions to be observed, in order to obtain this assistance, are, that a declaration must be made by the Trustees that the Building for which the Grant is conceded shall be used for Public School purposes, and no other, without our written assent; that the area shall not be less than 600 square feet; that the Building shall be substantially constructed, and composed of good material; and that it shall be properly furnished with the usual appliances for teaching."

8. In Sweden a piece of land, from one to twelve Acres, is attached to each School for the benefit of the Teacher and the Pupils. In Norway the School Districts must,

in addition to Salary, furnish the Teacher with a Dwelling House, with land enough to pasture at least two Cows, and lay out a small Garden.

VII. Superseding School Section Divisions, and Establishing Township Boards of Education.

Ever since 1850 there has been a provision in our School Acts for the establishment of Township Boards, but owing to the conditions attached to it this Section of the School Act has remained a dead letter for twenty years. It is, therefore, proposed in the new Act to leave it to the Municipal Council of each Township, when the circumstances and opinions of competent Persons in any Township may render it desirable to form such Township into one School Municipality, under one Board of Trustees, as is the case in Cities, Towns and Villages, doing away with the inconvenience of separate School Section divisions and Rates, and leaving Parents to send their children to the nearest School.

Township Boards Established in various American States.

1. After long trying the School Section System, Massachusetts, Pennsylvania, Ohio, Iowa, Wisconsin and other States have adopted the Township Board System, and pronounce it immensely superior to the School Section System. In the State of New York a compromise system is authorized by the School Law; that is, one or more Districts, (School Sections), can "either severally, or jointly, resolve themselves into Union Free School Districts, with Boards of Education, having authority to grade and classify the Schools under their charge." From the Report of the Superintendent of Public Instruction for 1870 we learn that there are now 250 such united Districts in the State; of them he says:—"Having had frequent occasions to examine the provisions of this Law, (*i.e.*, the 'Union Free School Act'), and being somewhat familiar with its workings, I am of the opinion that it is the best School System yet devised for all localities where the number of Scholars, as in Villages, is sufficient to admit of a thorough classification." The Reverend Doctor Fraser, in his Report to the English Commissioners, says:—"In the State of New York, Union Schools,' [or united Sections], appear to be the most popular and flourishing of all the rural Schools."

2. The Secretary of the State Board of Education in Connecticut thus graphically illustrates the comparative effects of the adoption of the Township, over the School Section, System in that State.

"The tendency to manage Schools Township-wise is growing. More Townships united their School Sections last year than in any former one. Once united, they stay so. Let public sentiment advance as it has done for five years, and the School Section System will soon be abandoned. The people are fast learning the economy and efficiency of the Township System. They see that it favours the wise expenditure of the public money, gains better and more permanent Teachers, longer Schools, and helps the poorer and outlying School Sections. The Township System, too, lessens the frequency of Tax Assessments and Collections. . . . Facts on this subject are better than theories. I have, therefore, requested one of the School Visitors of Brantford to describe the effects of the change in that Township. His published Letters show what they did, how they did it, what they gained by it, and why they voted almost unanimously 'not to go back.' Under the new system the people are better satisfied—School Committee and Teachers more permanent, School graded, Terms lengthened, the motion made at the last Annual Meeting to reduce the School year from forty to thirty weeks not receiving a single vote. The average attendance has improved twenty-five per cent. Scholarship wonderfully improved—one hundred per cent. better than it was four years ago."

3. The late Horace Mann, so noted for his enlightened views on Education, deprecating the District, or School Section, System, says:—

"I consider the law authorizing Townships to divide themselves into [School Sections] the most unfortunate on the subject of Common Schools ever enacted in the State [of Massachusetts]. In this opinion ex-Governor Boutwell, the eminent Educationist of the same State, concurs."

VIII. Authorizing the Establishment of Industrial Schools.

Although the School Law of 1850 authorized Boards of Trustees in Cities, Towns and Villages to establish "any kind or description of Schools" they might see fit, yet it was regarded as doubtful whether it was sufficiently comprehensive to admit of the establishment of Industrial Schools. To remove this doubt, and to give effect to the wishes of many interested in the condition of the "Street Arabs" of our Cities, Towns and Villages, the Section of the Act authorizing the establishment of these Schools was passed, as follows:—

"42. The Public School Board of each City, Town and Village may establish one, or more, Industrial Schools for otherwise neglected children, and to make all needful Regulations and employ the means requisite to secure the attendance of such children, and for the support, management and discipline of such School, or Schools."

The third Section of the Act also provides, "that refractory Pupils may be, where practicable, removed to an Industrial School."

IX. Separate Course of Study for the High Schools.

1. One important object of the new School Law was to discriminate, by a clearly-defined line in the Course of Study, between Public and High Schools, and to prescribe a separate Programme of Studies for High Schools. In practice, it had been found that, in the anxiety of Trustees and Masters of a majority of our Grammar Schools to crowd children into the Grammar Schools, in the fallacious hope thereby to increase the Grant to their Schools, they had virtually merged the Grammar into the Common School, with the nominal addition, in most cases, of only a little Latin and Greek. The object of the High School Sections of the new Act is to put an end to this anomalous state of things, and to prescribe for each class of Schools its own legitimate work. By means of the now increased inspection of the High Schools, and the improved inspection of the Public Schools, we hope to see the work prescribed by the respective Programmes of Study faithfully performed by each.

2. In point of fact the Grammar Schools have never occupied the position which they ought to have done in the Country. They were originally designed to be Classical Schools, but they were made the Schools of certain Classes, rather than Classical Schools, wholly doing, or professing to do, Common School work for certain classes,—thus being made, and viewed, as a kind of Aristocratic Schools, poaching upon the ground of Common School work, and being regarded as distinct from, and even antagonistic to, the Common Schools, rather than supplementary to them and identical with them in the public interests. It has, therefore, been found extremely difficult to get any considerable support for them from local sources. To get support enough to exist, more than two-thirds of the Grammar School Boards have had to seek amalgamation with the Common School Boards of their localities; but this amalgamation is attended with many inconveniences and does not by any means accomplish the objects proposed. Nevertheless, it has not been deemed expedient to interfere with this amalgamation in any way, but to leave the Boards of Trustees as formerly to unite, or, when united, to dissolve the union at their pleasure. The necessity for the union does not now exist, as before, since the Legislature has, in effect, declared that High Schools shall be provided for by the local Rate equally with Public Schools. It should be remembered, however, that the experience of the great Cities in the neighbouring States shows that consolidating all the Public Schools in Cities and Towns under one Board of Management, and

that Board elected chiefly by the Ratepayers, has contributed even more to the efficient support and elevation of the Classical School than to that of the Public Schools.

3. In the Programme of Study for High Schools, prescribed under the new School Act, it is especially provided that they shall be High English Schools as well as Elementary Classical Schools, and for Girls as well as for Boys. When it is provided in the Act that in each High School, "provision shall be made for teaching to both male and female Pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture," it was clearly intended that the lower, or elementary, branches of an English Education should not be taught in the High Schools, but in the Public Schools. It was also intended that all Pupils to be eligible for admission to the High Schools for the study of Classics, as well as for higher English, must first be grounded in the elements of a sound education in their own native language, as strongly urged by the latest Royal and Parliamentary Commission on Education in England, but strangely overlooked hitherto, as little Boys, six and seven years of age, have been put to the study of ancient and foreign languages, and left to grow up to manhood without ever having been formally taught their native tongue, or the essential elements of a practical English Education. This anomaly is provided against in the new Act in the future education of Canadian youth, at least so far as the Public High Schools are concerned, and the Council of Public Instruction has prescribed, that "the subjects of Examination for admission to the High Schools shall be the same as those prescribed for the first four classes of the Public Schools." The Examination for admission to the High School must be on paper, and the Examination Papers with the Answers are to be preserved for the Examination of the High School Inspector, that he may not depend wholly on the individual Examination of Pupils, as to whether the Regulations have been duly observed in the Examination and admission of Pupils.

4. It is to be observed also, that although Pupils are eligible for promotion from the Public to the High School, after passing a satisfactory Examination in the subjects of the first four classes of the former, omitting Natural History, Chemistry and Botany, for it is quite at the option of the Parents, or Guardians, of Pupils, whether they shall enter the High School or not before they complete the whole Programme of Studies in the Public Schools, when they can enter an advanced class in the High School.

5. The fundamental principle of our system of Public Instruction is, that every youth, before proceeding to the subjects of higher English, or of a Classical, Education, shall first be grounded in the elementary subjects of a Public School Education. No Candidates are, therefore, eligible for admission to the High Schools, except those who have manifested proficiency in the subjects of the first four Classes of the Public School Programme, by passing a satisfactory Examination.

6. The objects and duties of the High Schools are two-fold :—

First, commencing with Pupils who, (whether educated in either a Public, or Private, School), are qualified as above, the High Schools are intended to complete a good English Education, by educating Pupils not only for Commercial, Manufacturing and Agricultural pursuits, but for fulfilling with efficiency, honour and usefulness, the duties of Municipal Councillors, Legislators, and various public Offices in the service of the Country.

The second object and duty of the High Schools, (commencing also with Pupils qualified as above), is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, etcetera, so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the Learned Professions, and for the Professorships in the Colleges, and Masterships in the Collegiate Institute and High Schools.

X. Collegiate Institutes, or Local Colleges.

The new School Law provides for the establishment and maintenance of three classes of superior English, or Classical, Schools, videlicet:—

I. High Schools for teaching Classical and English subjects,—in which Boys and Girls may be instructed together, or separately.

II. High Schools, in which Boys and Girls may be instructed in English subjects alone.

III. Collegiate Institutes, for giving instruction to Boys only in Classical and English subjects, in which there shall be an average daily attendance of at least sixty Boys in Greek, or Latin.

Trustees of High Schools, therefore, who desire to have the title of Collegiate Institute conferred upon their School by the Lieutenant-Governor, are requested to furnish the Education Department with the following information:—

1. The names and designations of each Master employed in the School, and the number of his teaching hours per day.

2. The number and designation of each Assistant Teacher, (if any), and the number of his teaching hours per day.

3. The aggregate attendance of Boys during the previous year, and during the two preceding Terms of the School.

4. The daily average attendance of the same during the periods named.

5. The Income from all local sources during the preceding year.

6. The description of the proposed Collegiate Institute Building as regards:—

(*a*) Its situation, and the extent of its Site,—description and size of the Building, and its state of repair.

(*b*) The number of Rooms devoted to teaching purposes in it, and their sizes.

(*c*) Description of Apparatus for illustrating Natural Philosophy and Chemistry; number and description of Maps; number of Volumes in Library, (if any).

(*d*) Size of Play-ground, and extent of outside Conveniences, etcetera.

The High Schools having of necessity been thrown open to Girls, and provision having been made in them for giving a purely English Education apart from Classics, it was thought desirable to prevent the possible extinction in our Educational System of a purely Classical School which would serve as a proper link between the Public School and the University. With this view, a provision was introduced into the High School portion of the Act, authorizing the establishment of Collegiate Institutes, and fixing the minimum standard to be reached by any High School,—the Trustees of which desired to be recognized as a Collegiate Institute. This standard is the daily average attendance of at least sixty Boys in Greek and Latin, and the employment, *bona fide*, of at least four Masters who shall devote the whole of their time to the work of instruction in the Institute. The standard fixed is not an ideal one, but has already been surpassed by more than one of our existing High Schools.* It is hoped that the establishment throughout the Country of these local Colleges of the comparatively high standard which such Institutions must reach and maintain, in order to be recognized as such, will be a great and substantial boon to the Country, and will promote, in the highest degree, the best interests of superior education throughout the Province.

The Study of Latin in Collegiate Institutes.

Among the many reasons which justify the provision in the new School Act, requiring an absolute daily average attendance in Collegiate Institutes of at least sixty Boys

*The Galt School, with its Six Masters and Seventy Pupils, was taken as the standard for Collegiate Institutes.

in Greek and Latin, are the following, which we have quoted, with the recommendations of the English Royal Commissioners on the subject. In their Report of 1868 they say:—

"All the Masters examined by us appear to be agreed that nothing teaches English Grammar so easily or so well as Latin Grammar, and next to that they would place the teaching of some other foreign Grammar, such as French. The preference is given to Latin for many reasons. There is something, no doubt, in the beauty of the language itself. But the chief stress is laid on the fulness and precision of its accidence, in which no modern language can rival it. Further, it has entered so largely into English, that the meaning of a very large proportion of our words is first discovered to us on learning Latin. And to a no less degree has it entered into English Literature, so that many of our classical writers are only half intelligible unless some knowledge of Latin precede the reading. Latin again is a common gateway to French, Italian and Spanish. Some Teachers even maintain that French can be taught more easily in company with Latin, than by giving all the time to French alone. . . . ."

In order to give force and weight to their opinions, the Commissioners state that:—

"The witnesses whom we examined on this question may be divided into three classes:—1. Schoolmasters who spoke from their own experience. 2. Professional men, who described the general education which they thought necessary as a preparation for their own professions. 3. Managers and promoters of Schools and others who for different reasons had taken an interest in Education, and had bestowed some thought on the subject."

The following is an analysis of the opinions of these three classes of witnesses:—

"1st class.—The School Masters were almost unanimous in regarding Latin as their chief educational instrument.

"2nd class.—The Representatives of the different professions, although by no means so earnest in their opinions as the Schoolmasters, still, on the whole, came to the same result. Lawyers, Medical men, Farmers, Engineers, agreed in wishing that a certain amount of Latin should form a part of the preliminary education for their several occupations.

"3rd class.—There was not the same unanimity among those whose acquaintance with the subject was not quite so directly practical, but the opinions expressed by some of these gentlemen require special notice. . . . ."

Opinions in favour of English versus Latin.

The Commissioners say:—

"Great weight is undoubtedly due to these latter opinions, and to the arguments used in support of them. The beauty of English Literature; its power to cultivate and refine the learners; the fact that French and German children were carefully instructed in their respective languages; the example of the Classic Nations themselves, who certainly studied their own great Writers; these, and other similar arguments, were urged upon us with great force.

"Professor Seeley went still further than the other three. He was speaking chiefly of Education of the second grade, [such as are High Schools], and in that Education he wished to substitute English for Latin, and exclude Latin altogether. But he means by English not Grammar, but rather Rhetoric. 'English,' he says, 'ought not to be taught to Boys as a language, but as their language; not curiously and scientifically, but artistically, practically, rhetorically. The object is to train boys in their gift of speech, to teach them to use it more freely, more skilfully, more precisely, and to admire and to enjoy it more when it is nobly used by great Authors. The merely grammatical part should, therefore, be passed over lightly, the antiquarian part might

be omitted altogether, the principal stress should be laid on composition.' 'Precision, accuracy, and solidity,' he would avowedly make secondary, and aim rather at 'brilliancy and elegance.' It may be admitted that Professor Seeley has rightly defined the true purpose of teaching English Literature; but, as Mr. Derwent Coleridge points out with much force, 'to teach English as a study is a far more rare and difficult accomplishment than to teach Latin; and that for one man who can take a play of Shakespeare, or "Paradise Lost," as a Class Book, there are ten who can carry Boys very respectably through Cæsar and Virgil, whether regard be had to the language, or to the subject matter.' 'A practical view,' he continues, 'must be taken of the question. The English Classics must be read, and will help of themselves to educate the reader; but a scholarly acquaintance with the English Language, of the humblest kind, can be most quickly, as well as most thoroughly, gained through the medium of Latin.'

"In particular, Mr. Goldwin Smith urged the necessity of maintaining such a connection, as, in his judgment, a powerful argument in favour of basing education generally upon Latin. . . . .

"The best mode of dealing with Latin is probably not far from that suggested by Mr. Fearon. If Boys were not allowed to begin Latin until the elements of an English Education were thoroughly secured, if it were then kept within such limits as not to encroach on other subjects, but give them aid, it would probably have its full educational value at the time, and prepare the way for a higher grade of Education afterwards, if a higher grade were intended. . . . ."

Conclusions and Recommendations of the English Commissioners.

"The conclusions to which we were brought by a review of the opinions put before us in regard to the subjects of instruction are strongly confirmed by the experience of those Countries that have been most successful in the management of Education. Everywhere we find the Classics still regarded as the best instrument now to be obtained for the highest education, and when the Classics are neglected, the education seems to be lowered in character. But we see also two important modifications must be made in this general statement.

"One is, that the time given to Classics must be so far curtailed, if necessary, as to admit of other important studies by their side. France curtails the study of Greek for this purpose; Prussia the practice of Composition; but neither gives up the Classics in her highest education, nor Latin even in what ranks much below the highest. The Scotch Parents, who can choose at their own discretion, still make Latin the staple of instruction, while they are not content with Latin only. Even Zurich, with a decided leaning to Industrial Education, has a large proportion of Scholars in Classical Schools. But all these Countries appear to stand above us in the teaching of every subject except the Classics, and England is quite alone in requiring no systematic study of the Mother Tongue.

"The other modification of the general rule in favour of Classics is that room must be made for Schools of an altogether different type. There are minds fitted to be developed by other Studies than that of the most perfect known languages. There are occupations for which Classical Studies do not give the proper preparation. Schools like the Realschulen of Prussia, or the Schools of Industry of Switzerland, have become a positive need of modern times."

XI. Support Equally of the High and Public Schools by Municipal Councils.

The School Law of 1871 at length embodied a principle for which I had contended for years. In submitting the first Draft of a School Bill in 1854, for the improvement of our Grammar Schools, I sought to get inserted in it a recognition of the principle,—which has at length been conceded,—that it was the duty of the County, or other, Municipal Councils, to provide by a Rate upon property for the support of the Grammar

School, equally with the Common School. Experience has shown how utterly impossible it was to maintain a good Grammar School without Municipal Aid, in addition to the Legislative Grant. The history of our Grammar Schools since 1854 has, (with some honourable exceptions), been a chronicle of failures, owing chiefly to want of means to employ a sufficient number of Teachers, and to prevent the wholesale thrusting into them of a number of ill-qualified children, in the vain hope of thereby increasing the Government Grant. The obvious fact was overlooked that, if one School resorted to this improper means of swelling its average attendance, another would do the same. Thus, in the race for numbers, the quality deteriorated, and the ratio of Apportionment to each School was largely reduced. Happily the motive for a continuance of this state of things has been entirely removed, and the Councils are now authorized and required by Law to provide all necessary means for carrying on our High Schools in a state of efficiency. I have no doubt that the High School Sections of the Act will inaugurate a new and auspicious era in the higher English and Commercial, as well as elementary Classical Education of the Country, in regard to both sexes of our youthful population.

XII. The New Principle of "Payment by Results."

Our School Law of 1871 has introduced a new principle into the mode of payments to High Schools. Formerly the System adopted was, (as in the case of Public Schools), to distribute the High School Fund on the basis of average attendance of the Pupils at the School. This was found to work injuriously to the best class of Schools. To remedy this defect and remove this injustice, a new principle of payment was introduced into the Act, videlicet:—the "payment," (as it is technically termed in England), "by results," or, as in the words of the Act itself, according to "proficiency in the various branches of Study." This principle has been for years strictly applied to Elementary Schools in England, and it is now extended to other classes of Schools. The thoroughness of the system of Inspection adopted there has enabled the School authorities to do so.

In Victoria, (Australia), "payment by results," to the Schools, is the system adopted. The Board says:—

"The system of 'payment by results,' now in use, appears to be working well, and to give general satisfaction. The fact, that at each Examination, each School's force is recorded as having gained a certain percentage of a possible maximum, affords a means of comparison between different Schools which, if not conclusive as to their relative merits, is sufficiently so to cause considerable emulation amongst Teachers. Indeed, the wish to obtain a high percentage materially increases the stimulus afforded by the 'result payments.'"

The three-fold principle upon which High Schools are hereafter to be aided, is declared by the new Law to be as follows:—

"Each High School conducted according to law [and the Regulations], shall be entitled to an Apportionment . . . according,—

"First,—To the average attendance of Pupils.

"Second,—Their proficiency in the various branches of Study.

"Third,—The length of time each such High School is kept open, as compared with other High Schools."

With the aid of the additional Inspector of High Schools, the Education Department will be enabled to give effect to the new and equitable system of Apportionment.

XIII. More Thorough and Systematic Inspection of the Schools.

It has been well said by the Reverend Doctor Fraser, the present Bishop of Manchester, that inspection is the salt of elementary Education. He goes on to insist upon its application to the higher Schools of England, and says:—

"The publicity with which 'all material facts' relating to each School 'are annually made known to the State,' through the machinery of the Board of Education, is considered in Massachusetts to be the secret of the immense progress that has taken place in Education in that Commonwealth in the last thirty years.

Examples and Warnings of other Countries.

1. In all educating Countries, the thorough inspection of Schools is regarded as essential to their efficiency and improvement; and this cannot be done except by men who are competent to teach the Schools themselves. The want of practical and thorough inspection has undoubtedly been a serious impediment to any improvement in the Schools in many parts of the Province; nor can any improvement be expected in the Schools generally without an improved system of inspection. It is an anomaly in our School System, on which I have remarked more than once, that while a legal standard of qualification is prescribed for Teachers of Schools, no standard of qualification whatever has been prescribed for the Local Superintendents of Teachers and Schools. In the efforts which have hitherto been directed to organize the machinery of the School System, and to provide the Apparatus necessary to render it effective, the people of the Country have most nobly co-operated and done their part in bringing the whole System into efficient operation. But as long as the inspection of the Schools was in the hands of men who were not paid, or expected to devote their studies and time to the duties of their office, and who, for the most part, were not practical Teachers, and who formed their standard of good Schools and good teaching from what existed twenty, or thirty, years ago, and not from what the best Schools have been made, and the improved methods of School Organization, Teaching and Discipline which have been introduced during the present age, we could not expect any considerable improvement in the internal state and character of the Schools, except from the improved character of the Teachers, and, in instances where regularly trained Teachers, or Teachers who have kept up with the progress of the times, have been employed; and even they have been able to do little in comparison with what they might have done, had their hands been strengthened and their hearts encouraged by the example, counsel and influence of thoroughly competent Inspectors.

2. As to the felt necessity of a better System of School Inspection in Ontario, we have the testimony of the Reverend Doctor Fraser, the present Bishop of Manchester, who, in 1865, visited the Province, and made his Report to the English Commissioners upon our Schools. He remarks:—

"Thorough inspection of Schools, such as we are accustomed to in England, is a great desideratum both in the United States and Canada. Something like our English mode of inspection of Schools, by a body of perfectly independent and competent gentlemen, would be a great and valuable addition to the School System both of the United States and Canada. . . . In fact, the great desideratum of the Common School System in the United States, is adequate, thorough, impartial, and independent inspection of Schools. . . . The Agent of the Massachusetts Board of Education, in a Lecture, says:—'My observations, on visiting thousands of Schools throughout Massachusetts, and many in twelve other States, have clearly proved to my mind the wisdom of maintaining a Superintendent in all our Cities and large Townships, who shall devote his whole time to the care and improvement of the Schools.' In discussing the defects in the Administration of the Schools in the United States, the Reverend Doctor Fraser says:—'The supreme control of the Schools is too absolutely in the hands of local Administrators, with no absolute guarantee of competency. The inspection, even, of County Superintendents and Commissioners is often found to be nugatory and ineffective. Legal requirements are constantly ignored, or evaded, and a properly authenticated and independent Officer, like Her Majesty's Inspector of Schools among ourselves, armed with visitorial powers, and with means provided for giving effect to his recommendations,

appears to be the element wanting in the machinery of the System, to give it that balance which the complication of its parts requires.'"

3. The English Commissioners, in their Report of 1861, declare that—

"The superiority of inspected Schools may be stated as beyond dispute; and although this is partly attributable to inspected Schools possessing an apparatus of trained Teachers and Pupil Teachers, which in other Schools is unknown, yet much is due to the activity and carefulness which are the results of a system of constant supervision. This is clearly expressed by Mr. Hare, who examined a number of witnesses, and who assures us that 'on the beneficial effects of inspection, especially as carried on by Her Majesty's Inspectors, the agreement is more general than on any other subject. Nearly all consider it as a wholesome stimulus to all concerned—Managers, Parents, Pupil-teachers, and Scholars.'

"The great advantages of inspection appear still more clearly, if we examine the opinions which have been sent to us from different parts of the Country. Thus the Honourable and Reverend T. Best, after criticizing as 'faulty' several details of the Government system of aid, speaks thus:—'Having dwelt thus long on the deficiencies of the System, let me make amends in a single sentence. The Schools under Government inspection are, as a rule, the only good Schools in the Country, and we cannot too highly appreciate the assistance that System renders and has rendered.'

"We have strong testimony to the marked superiority of inspected, over uninspected, Schools, and to the stimulus which inspection supplies, subject to the remark that the Inspectors often lead the Teachers to dwell on matters of memory, rather than of reasoning, and rather on details than on general principles, or on general results, and also subject to a further remark, as to the inconvenience of differences in the standards adopted by different Inspectors. As a remedy for these defects, we recommend the appointment by the Committee of Council of one, or more, Inspectors General, whose duty it shall be to superintend the Inspectors, to notice deficiencies, and to correspond on the subject directly with the Committee of Council. We have found that while inspection quickens the intellectual activity, and raises the condition of the whole School, the Inspectors are tempted to attend to the state of the Upper, more than of the Junior, Classes in Schools, and to estimate the whole School accordingly."

4. The English Commissioners, in their Report of 1868, say:—

"Even the best Masters will not do so well without this aid as with it. On the Continent of Europe, all Schools that in any degree claim a public character, and sometimes even private Schools, are required to submit to such a review of their work. In this Country, Inspection has been the most powerful instrument in the improvement of Elementary Education. . . . . Inspection is necessary to prevent waste, to secure efficiency, to prepare the way for improvement. The Regulations for Examination should be governed by two principles. One is that the Examination should not be competitive, but a fair test of average work. It should, as far as possible, follow the Prussian rule, and be such as a Scholar of fair ability and proper diligence may, toward the end of his School course, come to with a quiet mind and without a painful effort."

5. Our American neighbours have thoroughly tried the systems of both Township and County Superintendents. The State Commissioner of Schools in Ohio says:—

"Our system of Township supervision of Schools has proved a lamentable failure. Similar Systems in other States have uniformly failed. Any system of supervision for the Country Schools must necessarily fail, that does not make provision for the employment of competent Superintendents, whose entire energies are given to the work."

The value of local supervision, through the agency of competent County Superintendents, has been tested in other States. Pennsylvania adopted the system in 1854, New York in 1856, Illinois, Wisconsin, Maryland, West Virginia, California, and several

other States subsequently; and the testimony from each of them is, that it has proved a most valuable feature of their School Systems. The Superintendent of Public Instruction in Pennsylvania says:—

"County Superintendents were first elected in this State in 1854, and it is not claiming too much for the office to say that it has vitalized the whole system. To it, more than to any other agency, or to all other agencies combined, we owe our educational progress of late years."

I may observe that more than four-fifths of the County School Conventions held in the several Counties of this Province two years since, desired duly qualified County Superintendents in place of Township Superintendents.

6. The travelling Agent of the Board of Education for the State of Massachusetts uses the following forcible language in regard to this matter:—

"It has been said, and with great truthfulness, that 'the most important branch of administration, as connected with Education, relates to School Inspection.' It is asserted by some careful observers, that the Dutch Schoolmasters are decidedly superior to the Prussian, notwithstanding the numerous Normal Schools of Prussia, and the two, or three, only in Holland; and this superiority is attributed entirely to a better system of inspection. This is the basis on which the whole fabric of their popular instruction rests. The absence of such a thorough supervision of Schools as is maintained in Holland with such admirable results, is the weakest part of our System.

"What is needed for all our Schools, and what is essential to their highest efficiency, is a constant, thorough, intelligent, impartial and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished Author of the Dutch system of inspection, that, after a long life devoted to educational labour, he said 'Take care how you choose your Inspectors; they are men whom you ought to look for lantern in hand.'

"'A School,' says Edward Everett, 'is not a clock, which you can wind up, and then leave it to go of itself. Nor can any other interests be thus neglected. Our railroads and Factories require some directing, controlling and constantly supervising mind for their highest efficiency, and do not our Schools need the same? To meet this great want, eleven of the fifteen Cities of our State, and numerous large Towns, have availed themselves of the provision of the Statute, and elected School Superintendents who devote their whole time and energies to this work of supervision. I have visited all, or nearly all, of these Towns and Cities, and several of them frequently, and can bear my decided testimony to the great benefit that has resulted to their Schools in consequence.'"

The Spirit in which Inspection should be Performed.

The Regulations in regard to Inspection, which have been adopted by the Council of Public Instruction, are sufficiently explicit as to the general details of inspection, and the mode in which it should be conducted. In 1846 and 1850, when our present System of Education was inaugurated, I said:—

"To perform the duty of Inspector with any degree of efficiency, the Inspector should be acquainted with the best modes of teaching every department of an English School, and be able to explain and exemplify them. It is, of course, the Inspector's duty to witness the modes of teaching adopted by the Teacher, but he should do something more. He should, some part of the time, be an actor, as well as spectator. To do so, he must keep pace with the progress of the Science of Teaching. Every man who has to do with Schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. In respect to the manner

of performing the visitorial part of the Inspector's duties, I repeat the suggestions which I made in my Circular to Local Superintendents of Schools, in December, 1846. They are as follows:—

"'Your own inspection of the Schools must be chiefly relied upon as the basis of your judgment, and the source of your information, as to the character and methods of School instruction, discipline, management, accommodations, etcetera; and on this subject, we ought not to content ourselves with exterior and general facts. . . . . But it is not of less importance to know the interior regime of the Schools—the aptitude, the zeal, the deportment of the Teachers—their relations with the Pupils, the Trustees and the neighbourhood—the progress and attainments of the Pupils, and, in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from reports and statistical tables; it can only be obtained by special visits, and by personal conversation and observation—by an examination of the several Classes, in their different branches of Study; so as to enable you to ascertain the degree and efficiency of the instruction imparted.'

The Great Value of Inspection to Public Schools.

"'The importance of the question of Public School Inspection,' remarks the *English Journal of Education*, 'is much broader and deeper than at first sight appears. The history of that laborious transition which has occurred, first, from contented ignorance to discontent with ignorance, and then to strivings after intelligence, and attempts at education, fructifying in a very general effort to make Schools efficient, discloses to the practical observer, one gangrenous obstacle attaching to the whole progress of the movement, videlicet, a morbid desire to screen the palliate defects. . . . Education is by no means in need of such delicate handling, and Inspectors who have the manliness to set their faces against shams and rote systems, and to "develop" errors, as well as "aims," in their right light, are deserving of the hearty thanks and support of every man who wishes Education to be a reality, and a thorough mind-training in the duties and subjects essential for practical life.'

"We firmly believe that the progress of sound teaching is just now more entirely in the hands, and contingent on the faithfulness and courage of Inspectors of Schools, than on any other human agency. None, so well as professional and experienced Examiners, can detect glosses, extinguish effete systems, substitute right ones, or invert the pyramid now tottering on its apex. Those who, chafing under the wholesome correction of their own Schools, absorbed by the sense of personal grievance, and forgetting what is due to the great behests and eternal aims of Education, rail at the remedy, and attack the physician instead of the disease, are the real obstructives to the cause of sound secular and availing Religious instruction." . . .

I have thus, as Your Excellency will perceive, entered somewhat fully into an exposition and justification of the various new features of our System of Public Instruction, which have been embodied in the "School Law Improvement Act of 1871." I have felt it the more necessary to furnish, once for all, in this Report, the many friends of our School System with the facts and reasonings illustrative of the necessity for the recent changes in our Law, which influenced me in endeavouring to embody in our School Law, certain great principles which underlie, and are common to, every really comprehensive System of National Education. In fact, no intelligent Person can carefully read over the extracts which I have given of the views and proceedings of Educationists in other Countries without coming to the conclusion, that, to have done less than we have done, would be to place this Province in the rear, rather than abreast, of other educating Countries. They would have felt that I should have been recreant to my duty had I failed to strongly press upon the Government and Legislature, the necessity of giving their highest sanction to the recommendations which I had made with a view to improve the School Law of this Province,—recommendations which were

founded, (as I have shown in this Report), upon the knowledge and experience of the most accomplished Educationists of the present day.

After twenty-seven years' service in promoting what I believed to be the best interests of our School System, I am more than ever profoundly impressed with the conviction of the correctness of the views on these subjects which I expressed in my preliminary Report on a System of Public Instruction for Upper Canada, which I submitted to the Government in 1846. It has been the purpose and aim of my life, since I assumed the direction of the Education Department, to give practical effect to these views, and, with the Divine favour, to secure and perpetuate to my native Country, the inestimable blessings of a free, comprehensive, Christian education for every child in the land.

TORONTO, November, 1871. EGERTON RYERSON.

NOTE.—Having completed this draft of Report, I wrote the following Letter to Doctor Ryerson, who was still at his Island Home:—

I have now finished the Draft of your Annual Report. I have made it, as far as possible, both an "Exposition and a Defence" of our recent School Legislation.

I have sought to dovetail your own expositions and explanations with words of my own, and have largely illustrated them from outside sources. I trust that it will accomplish the object aimed at.

I have revised the half-yearly School Trustee Returns. I have stated in a note on the Return, that the Trustees can employ their own Collector. I have also re-modelled the Inspectors' Annual Report.

The Roman Catholic Archbishop sent to-day for your Book on "Christian Morals," as, in the notice of the Meeting of the Council of Public Instruction, he saw that it was to be approved. I got Mr. Marling to say in a note to him, that the Book was only designed for Public Schools, and that it could not be used in a School if any Parent or Guardian were opposed to it. I do not think he can reasonably object to a single line in it.

I see "good times" ahead for this Province. The new School Law is most comprehensive and far reaching. It will silently affect a revolution in our Schools and system of Education.

TORONTO, November 4th, 1871. J. GEORGE HODGINS.

TELEGRAM FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

Education Report excellent, also blank forms of Reports for Inspectors. Words of Ten Commandments in Book on Christian Morals, as objected to by Doctor Jennings, are conformed to those in the Authorized Version.

PORT ROWAN, November 6th, 1871. EGERTON RYERSON.

REPORT OF THE HISTORIOGRAPHER OF THE EDUCATION DEPARTMENT TO THE HONOURABLE R. A. PYNE, M.D., LL.D., MINISTER OF EDUCATION.

The following Report appeared as an Appendix to Volume XXII. of the Documentary History of Education in Upper Canada:—

I have this year completed the Twentieth Volume of the Documentary History of Education in Upper Canada, from 1791 down to the year 1869.

Among the hundreds of original official and semi-official Documents in these Volumes, there are quite a number of interesting and valuable ones,—some of them quite rare, relating to the early records of Education in this Province.

It is interesting to know, (so far as I am aware), that this Province, and the Empire of Germany, are the only two Countries which publish a connected narrative of the History and Progress of Education.

In order to satisfy myself on this subject, so far as the United States were concerned, I corresponded with the various Historical Societies in that Country. From the replies which I have received I have learned that, although some of these Societies are most generously subsidized by the State Government, yet none of them have devoted any special attention to historical educational subjects, except by way of biographical sketches of noted Educators, or Educationists.

It is true that the United States Commissioner of Education in his Annual Reports gives an extended, and most interesting, summary of the year's transactions in each of the States, and in foreign Countries, yet, in such records, there is nothing of a connected historical character.

In some respects these elaborate and invaluable systematized Reports, issued yearly by the United States Commissioner of Education in Washington, may be considered as a somewhat condensed and composite annual History of Education in all civilized Countries. It must, necessarily, in regard to special local Educational History, be brief and general, and, to a certain extent, fragmentary,—while our Documentary History deals fully with the subject, and is chronologically consecutive.

Some time since the English Department of Education adopted the United States system of issuing Annual Volumes on general and specific educational topics, rather than historical accounts of Education in various Countries.

Should a Dominion Bureau of Education be established, as suggested to Sir John Macdonald by the Reverend Doctor Ryerson at the Confederation of 1867, the United States, and latterly by the English system of issuing detailed accounts, and abridged sketches of Education in the various Provinces, and other places, would likely be adopted, and an effort would, doubtless, then be made of seeking to harmonize our Canadian system of Education, without in anywise interfering with the local administration of their Educational system in the several Provinces and Territories of the Dominion.

In one of his Reports, the United States Commissioner mentions that Germany has published two unique collections of Volumes of German Educational History of special interest. The publication of this valuable collection has been secured by a subsidy from the Imperial Exchequer, by a vote of the Reichstag, likewise by substantial aid from the Prussian Department of Public Instruction, as well as by the German National Teachers' Association.

A Writer in the Commissioners' Report thus points out a distinction between the two methods of dealing with the History of Education:—the second of which I have invariably followed. He says:—

"Among the methods of presenting the History of Education, there are two distinct if not antagonistic ones. The one deals exclusively, or chiefly, with the theories,

or schemes of Education, which have been advanced and discussed by philosophic writers, and have occupied the attention of the educational world. . . . The other method deals exclusively with facts, taken from documentary sources, from Government Laws or Decrees, from School Programmes and Regulations, and from Records of Progress. . . . ." It is the *Quellen Studium*, study of original sources, which is emphasized by modern scholars generally.

"It is the method which is adopted by modern historians, and is in accordance with the methods applied in teaching Natural History and Science. The mode of procedure, —the study of original historical sources,—has been taken hold of by educational, as well as by other students of history."

In this Documentary History, I have in each Volume, dealt with each subject specifically, and, to a certain extent, separately—the Common Schools, the Grammar Schools, and the Colleges, etcetera.

In regard to the Common, (afterwards designated by Act of Parliament Public), Schools, I have traced their history chronologically from their first establishment by Act of Parliament in 1816.

It is true that, up to that time, a few good private Schools were established in Toronto, Niagara, Kingston, and other Towns, as noted by Mr. Gourlay, in his "Statistical Account of Upper Canada." And, in 1815, a number of persons in England, under the auspices of a "Society for Promoting the Education of the Poor, in Upper and Lower Canada," collected sums of money for this purpose. These funds were entrusted to a Society formed in Kingston and designated "The Midland School Society," and an Act was passed in that year to authorize that Society to establish Schools in that District. In the following year, however, (1816), a general Common School Law was passed, which gave quite an impetus to the Educational movement.

On the passage of this first Common School Act of 1816, quite a number of Schools were established in the various Counties, as recorded by Mr. Gourlay in his statistical Volume. Some of these Schools were of high practical character, such as those in the Township of Hope. Mr. W. L. Mackenzie, in his book of "Sketches," thus refers to these Schools:—

"There are two Schools in Hope Township; one for the ordinary branches of Education, and the other, on a larger scale, in which instruction was given to young Girls in knitting, sewing, spinning, making straw and chip hats and bonnets, spinning wool and other useful arts of a like description."

It is a question, that, with all our progress and advancement in popular elementary Education, we have many, if any, of such thoroughly practical and useful Schools in any part of the Province.

In the Act of 1816, providing for the establishment of Common Schools, a Legislative Grant of $24,000 was made to enable the inhabitants to open Schools in the several Districts of the Province, where needed. This sum varied from year to year, and in 1820, another Common School Act was passed, but the Grant was reduced to $10,000.

In 1824, another Common School Act was passed, in which provision was made for five things:—1st, the education of the Indians; 2nd, the establishment of Sunday Schools; 3rd, the distribution of Religious Books and Tracts so as to afford "Moral and Religious Instruction" to the people; 4th, the apportionment of a Provincial Board of Education to Superintend the Schools; and 5th, the Examination of Persons for the office of School Teachers.

The administration of the School Laws was subsequently assigned to the Provincial Secretary, and there continued until the appointment of the Reverend Doctor Ryerson in 1844, who in 1845 and 1846 soon reorganized the whole System of Education. In 1849, an Act was passed, granting one million of acres of land to form a fund for the support of Common Schools.

In that year an unusual and singular episode occurred in connection with School Legislation. A School Bill, having been prepared by the Chief Superintendent of Educa-

tion and submitted to the Government, was entrusted to the Honourable Malcolm Cameron to bring before the Legislature. He was urged, however, by a friend of his in the County of Bathurst, which County he represented in the House of Assembly, (this friend was hostile to Dr. Ryerson), to present, instead, a Bill which he had prepared, and Mr. Cameron substituted his friend's Bill and incorporated in it some of the clauses of the Chief Superintendent's Bill, so as to make it acceptable. The hostile Bill was passed, and was assented to by the Governor-General. As soon as Doctor Ryerson was aware of this, he wrote to Attorney-General Baldwin, expressing his strong objection to the Bill, as containing many ill-advised provisions, and being anti-Christian in its character, and stating that, should the Bill go into operation, his "office would be placed at the disposal of the Government." Mr. Baldwin expressed his great regret that the burning of the Parliament House, and other matters had prevented him from being able to give attention to the subject; but that, as the Cameron Act did not go into operation until the next year, the Chief Superintendent was to administer the Act and Regulations then in force, until a new Act could be prepared and passed. The Cameron Bill, therefore, never went into operation. It is the only instance, so far as I know, of an Act passed by the Legislature, and having received the Royal Assent, being set aside, and not allowed to go into practical operation by order of the Executive Government.

By direction of Mr. Baldwin, the Chief Superintendent prepared a comprehensive School Bill, which was passed in 1850, and became, as Doctor Ryerson expressed it, "the Charter of the School System of Upper Canada."

The establishment of Grammar Schools, as given in these Volumes, dates as far back as 1797, when the Legislature of Upper Canada memorialized the King to make a Grant of the Crown Lands for the establishment of "Free Grammar Schools, and a College, or University." In reply to this Memorial, the Imperial Government decided to make the terms of the projected Grant much more liberal and extensive than those of the Memorial, and, in the words of the Despatch of the Colonial Minister, in reply, the Grant was made "for a Free Grammar School in each District, and, in due course of time, for the establishment of other Seminaries of a larger and more comprehensive nature, for the promotion of religious and moral learning, and the study of the Arts and Sciences."

The Grammar Schools which were established under the authority of an Act of Parliament in 1809 in the terms of this Imperial Grant, were really superior private Schools under a new name. They were in effect, Schools for the children of the higher classes, and were almost solely patronized by them, and official persons.

Another class of very superior Preparatory Schools was established by the United Empire Loyalists in the chief centres of their settlements, such as Kingston, Cornwall, Bath, York, and St. Catharines. The most noted of these was the Bath Academy, taught by the Father of the Honourable M. S. Bidwell; the Grantham Academy at St. Catharines; and the Newburgh Academy. Then the noted School at Cornwall, taught by the Reverend Doctor Strachan, and afterwards the famous "Blue School" in York, taught by the same distinguished man. There had also been a superior private School previously established at York, which was taught by the Father of the Honourable Robert Baldwin; and the London District School taught by the Reverend George Ryerson, who was assisted, as Usher, by his more distinguished Brother, the Reverend Egerton Ryerson.

The vicissitudes through which the University Question in Upper Canada has passed, from the time that Governor Simcoe projected a "Church University" in Upper Canada to the last memorable contest on the question at Quebec in 1860, have been many and varied. The successive details of the history of this prolonged agitation are fully recorded in these Volumes. Through the active agency and efforts of Bishop Strachan, a Royal Charter was granted to King's College, Toronto, in 1827, although the College itself was not opened until 1843, and after Victoria and Queen's Colleges had been established, and were in active operation.

The terms of this Charter of King's College were very unacceptable to the majority of the people of Upper Canada, and led to active efforts to get it recalled, or modified. At length, a Bill to alter the objectionable terms of the Charter was introduced into the House of Assembly. It was strongly opposed on the ground, among others, that it was "not competent for a Colonial Legislature to alter the terms of a Royal Charter." The objection was overruled, however, and I have given some legal opinions on the subject. Successive efforts were made by the Honourable John A. Macdonald, the Honourable W. H. Draper, and others, to pass Bills on this question, but without success. Attorney-General Baldwin proposed one in 1843, but went out of office soon after it was submitted to the Legislature. He was, however, successful in 1849 with his elaborate Bill to convert King's College into the University of Toronto.

These Volumes contain ample records of the proceedings of various Churches in regard to this University Question. They also contain the Annual Reports of the Toronto University, (so far as I have been able to obtain copies of them), and the outlying Colleges, as well as other educational details of interest and value down to the year 1869.

J. GEORGE HODGINS,
Historiographer of the Education Department of Ontario.

TORONTO, 9th December, 1907.

NOTE.—By special arrangement, and by the authority of the Honourable R. A. Pyne, M.D., LL.D., Minister of Education, Doctor Hodgins, the Historiographer of the Department, was directed to select from these twenty-eight volumes of the Documentary History of Education in Upper Canada (and Ontario) such Papers and Documents as he considered of importance and of historical value, and have them printed in separate volumes, under the title of "Historical and other Papers and Documents illustrative of the Educational System of Ontario, 1792-1876."

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, HIGH AND PUBLIC SCHOOLS IN ONTARIO FOR THE YEAR 1871.

To His Excellency the Honourable William Pearce Howland, C.B. Lieutenant-Governor of the Province of Ontario:

MAY IT PLEASE YOUR EXCELLENCY,—

I herewith present my Report to your Excellency on the condition of the Normal, Model, High and Public Schools of the Province of Ontario, for the year 1871, and for the Twenty-eighth year of my incumbency.

It is gratifying to be able to state that, although the large increase of the School Fund* by local effort, in 1870, over that of 1869, was $116,938, yet the increase of that Fund for 1871 by the same local efforts over that of 1870 amounts to the unprecedentedly large sum of $179,594. Thus the "School Fund," for 1871, was $671,456, and for 1870, $564,536,—the County assessment, for 1870, being $385,284, and for 1871, $492,481. The whole number of Pupils in the Schools is now 446,326,—an increase of 3,808 over last year.

I will now proceed to give a summary view of the condition of the High and Public Schools of Ontario, condensed from the Tables accompanying this Report:—

I. TABLE A.—RECEIPTS AND EXPENDITURE OF PUBLIC SCHOOL MONEYS.

1. The amount apportioned from the Legislative Grant in 1871 was $178,975. The amount apportioned for the purchase of Maps, Apparatus, Prize and Library Books was $15,195,—increase, $789.

2. The amount from County Municipal Assessment was $492,481, showing a remarkable increase of $107,196, or an increase eight times greater than the increase of 1869 over that of 1870.

3. The amount available from Trustees' School Assessment was $1,027,184, (now over a million of dollars), increase, $76,085.

4. The amount from Clergy Reserves Moneys and from other sources applied to School purposes in 1871, was $410,633,—increase, $3,688.

5. The Total Receipts for all Public School purposes for the year 1871 amounted to $2,124,471, or considerably over two millions of dollars, showing an increase of $180,106 over the total Receipts of the preceding year, being the greatest and most gratifying increase ever reported since the establishment of our Public School System. Considering that this was the first year of the operations of the new School Act of 1871, this result is most encouraging, and speaks well for the educational prosperity of the Country.

6. As an evidence of the continued financial prosperity of our Public Schools, I insert the following interesting Table, showing the progressive increases in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase in the total Receipts since 1860,—the year in which the School Law Amendment Act was passed. These facts strongly illustrate the growing interest felt in the prosperity of our Schools by the local School Authorities. The Table is as follows:—

*The legal definition of the term "School Fund" is that the School Fund is made up of the Legislative Grant and the County Assessment, and does not include the School Trustees' Assessments or receipts from other sources. The term "School Moneys" includes the "School Fund" as well as other moneys.

Year.	County Municipal Assessment.	Trustees' School Assessment.	All other Receipts.	Total Receipts.	Increase in Total Receipts.
	$	$	$	$	$
1860.....	278,693	556,682	488,897	1,324,272	14,452
1861.....	278,085	587,297	515,897	1,381,279	57,006
1862.....	274,471	620,268	501,384	1,396,123	14,843
1863.....	287,768	631,755	513,362	1,432,885	36,762
1864.....	304,382	659,380	520,425	1,484,187	51,301
1865.....	308,092	711,197	525,711	1,545,000	60,813
1866.....	319,154	760,366	528,451	1,607,971	62,970
1867.....	351,873	799,708	518,754	1,670,335	62,364
1868.....	362,375	855,538	571,419	1,789,332	118,997
1869.....	372,743	890,834	563,849	1,827,426	38,093
1870.....	385,284	951,099	607,981	1,944,364	116,938
1871.....	492,481	1,027,184	604,806	2,124,471	180,107

1. The amount paid by Trustees for Salaries of Teachers in 1871 was $1,191,476. This, of course, does not represent the total Salaries of Teachers, but simply the amount which has been paid to Teachers up to the date of the Trustees' Report. These Reports, under the new system of inspection, were more promptly prepared than on any previous occasion. The balances due the Teachers were included in the unusually large balance reported in the Trustees' hands,—being $88,872, as against only $29,774 of the previous year.

2. For Maps, Globes, Prize Books and Libraries $33,083,—decrease, $808. The Legislative aid given to Trustees for these objects was $15,195.

3. For Sites and Building of School Houses, $261,833,—increase, $54,233. This unprecedentedly large increase is without parallel, and is no doubt due to that most salutary provision of the new School Law, which requires the Trustees to provide suitable Accommodation for all the Pupils in their School divisions. Even this great increase, (of $54,333), in the Trustees' Expenditure for Sites and School Houses does not, (for the reasons stated in the first paragraph of this Section), represent the total Expenditure under this head for 1871, owing to the unusual balance in the hands of Trustees at the end of the year. The increased Expenditure must, therefore, be estimated as nearly $75,000 more than in 1870. The increased Expenditure under these heads, in 1870, was but $16,129, and, in 1869, only about $5,000. This Expenditure of upwards of One quarter of a million dollars for Sites and School Houses in 1871 is a permanent increase in the value of Public School Property, and indicates much additional material prosperity in the several neighbourhoods which were benefited by the Expenditure.

4. For Rents and Repairs of School Houses, $63,152,—increase, $1,292.

5. For School Books, Stationery, Fuel and other expenses, $253,748,—increase, $67,620. The "other expenses" are, doubtless, for fuel and other contingencies not formerly reported by the Trustees.

6. Total expenditure for all Public School purposes, $1,803,294,—increase, $91,233. The total increase in Expenditure for Public School purposes, (even during the shorter period in 1871, as explained above), was nearly $100,000 over that of 1870,—not including the large balance, $88,872, reported in the Trustees' hands at the date of their Reports.

7. Balances of School Moneys not paid at the end of the year when the Returns were made, $321,176,—increase, $88,872, a large proportion of which is due for Sites and School Houses and to Teachers, as already explained.

II. Table B.—School Population, Ages of Pupils, Pupils attending Public Schools, Average Attendance, 1871.

The Statute requires that the Trustees' Returns of School population shall include the number of children between the ages of five and sixteen, resident in their School Division; but it confers the equal right of attending the Schools upon all residents in such division between the ages of five and twenty-one years.

1. The School population reported by Trustees, (including only children between the ages of five and sixteen years), was 489,615,—increase, 5,649.

2. The number of Pupils between the ages of five and sixteen years attending the Schools was 423,033,—increase, 2,545. Number of Pupils of other ages attending the Schools, 23,293,—increase, 1,263. Total number of Pupils attending the Schools, 446,326, —increase, 3,808.

3. The number of Boys attending the Schools, 235,066,—increase, 1,685. The number of Girls attending the Schools, 211,260,—increase, 2,123.

4. The ages of Pupils are this year reported for the first time. There are 2,291 under five years of age; 197,293 between five and ten; 198,168 between ten and sixteen; 22,491 between sixteen and twenty-one, and 26,083 whose ages are not reported.

5. The number reported as not attending any School is 38,535,—increase, 7,270; of these 38,535, 12,018 were between the ages of seven and twelve years, which are the ages fixed by the new Law, during which all the children of a School Division should receive instruction in some School. The attention of Trustees, Parents and Inspectors is called to this fact, in the hope that this ominous and humiliating item will soon be greatly lessened, or disappear, through the Christian and patriotic exertions of the people at large, aided by the new amendments in the School Law on the subject of Compulsory Education.

III. Table C.—Number of Pupils in the Different Branches of Instruction, 1871.

1. This Table has been rendered necessary in consequence of the system of classification of Pupils which the new Programme has introduced into the Public Schools. It presents a most striking fact, and shows that the number of Pupils which have been put back from the higher classes of the old system to the first and second classes under the new system are 31,164, or 22,751 of the first class, and 8,413 of the second. It also shows how faithful have been the County Inspectors in the discharge of this most unpleasant part of their duties, in carefully examining and classifying, according to their attainments, the Pupils in the various Schools.

2. Another gratifying fact is shown by this Table in the large number of Pupils who are reported as studying the additional subjects required to be taught by the new Public School Act.

3. The Table is referred to for further information in regard to the number of Pupils in each of the several subjects taught in the Schools,—indicating, as noted, a gratifying increase in the numbers engaged in studying the higher branches of the Programme.

IV. Table D.—Religious Denominations, Certificates, Annual Salaries of Teachers.

1. *Number of Teachers, Male and Female.*—In the 4,598 Schools reported, 5,306 Teachers have been employed,—increase, 141; of whom 2,641 are male Teachers,—decrease, 112; and 2,655 are female Teachers,—increase, 253. It will thus be seen that the number of female Teachers is year by year increasing, and that of males decreasing.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following persuasions:—Church of England, 911,—increase, 42; Church of Rome, 623; increase. 31; Presbyterians, (of different classes), 1,583,—decrease, 6; Methodists, (of different classes), 1,662,—increase, 153; Baptists, (of

different classes), 298,—decrease, 16;; Congregationalists, 66,—decrease, 10; Lutherans, 15,—decrease, 6; Quakers, 19,—increase, 5; Christians and Disciples, 34,—decrease, 13; reported as Protestants, 44,—decrease, 73; Unitarians, 14,—increase, 10; other persuasions, 37.

N.B.—Of the 623 Teachers of the Church of Rome, 374 are employed in the Public Schools and 249 are Teachers of Roman Catholic Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated, or licensed, Teachers reported is 5,306,—increase, 245; Provincial Certificates, 1st Class, 327,—increase, 8; 2nd Class 517,—increase, 168; County Board Certificates of the old Standard, 1st Class, 1,512,—decrease, 449; 2nd Class, 1,503,—decrease, 599; 3rd Class, 400,—increase, 70; New County Board Certificates, 657; Interim Certificates, 390.

4. Number of Schools in which the Teacher was changed during the year, 900,—increase, 233. I cannot but regret this growing tendency on the part of Trustees to change their Teachers. Such a change cannot, as a general rule, be beneficial to the Pupils. It has the effect of rendering the instruction desultory, and without any continuity, and weakens the tie which should exist between Pupil and Teacher.

5. Number of Schools which have more than one Teacher, 328,—increase, 6. Under the new Law, this increase must be much greater next year.

6. *Annual Salaries of Teachers.*—The highest Salary paid to a male Teacher in a County, $825,—the lowest, $100 (!); in a City, the highest, $1,000,—the lowest, $400; in a Town, the highest, $1,000,—the lowest, $260; in an Incorporated Village, the highest $600,—the lowest, $240. The average Salary of male Teachers in Counties was $254,—of female Teachers, $182; in Cities, of male Teachers, $629; of female Teachers, $236; in Towns of male Teachers, $483; of female Teachers, $225; in Incorporated Villages, of male Teachers, $419; of female Teachers, $186. While the increase in the number of Schools reported is 14, and the increase in the number of Teachers employed is 141; the increase in the number of Pupils is 2,545, there is no increase in the largest Salaries paid Teachers, except in Cities, Towns, or Villages. Amongst the worst enemies to the efficiency and progress of Public School education, are those Trustees and Parents whose aim is to get what they mis-call a "cheap Teacher," and who seek to haggle down the Teacher's remuneration to as near starvation point as possible, although in reality, they are intellectually starving their own children and wasting their time by employing an inferior Teacher. Good Teachers cannot be got for low Salaries.

V. Table E.—School Sections, School Houses and Titles, School Visits, School Lectures, School Examinations and Recitations, Prizes, Time of Keeping Open the Schools, Prayers, Sunday Schools, Etcetera, 1871.

1. *The whole number of School Sections reported.* 4,653—increase, 14, chiefly in new Townships. The number of Schools reported as kept open is 4,598—increase, 32; these are mostly in new Townships.

2. *Free Schools.*—I rejoice to be able to state that after twenty years had elapsed since the question of Free Schools was first left as a subject of discussion and voting at the Annual School Meetings, the voice of the Country, which had been so fully and so repeatedly expressed on it, has at length had an utterance in the Legislature; and that, from the year 1871, the Public Schools of the Province of Ontario have been declared Free to all residents between the ages of five and twenty-one years.

3. *The number of School Houses built* during the year in Counties was 202, of which 78 were of brick, 15 of Stone, 84 Frame, and 25 Log. Three School Houses in Cities are reported as having been built during the year, 11 in Towns and 6 in Incorporated Villages. Those built, I am happy to state, have been mostly of Brick.

4. *The whole number of School Houses reported* is 4,676, of which 98 are Brick, 425 Stone, 1,928 Frame, 1,425 Log. I shall refer to this subject in a subsequent part of this Report.

5. *Titles to School Sites.*—Freehold, 4,212—increase, 62; Leased and Rented, 464—increase, 22.

6. *School Visits.*—By Inspectors, 10,934,—increase, 486; by Clergymen, 7,617,—increase, 893; by Municipal Councillors and Magistrates, 3,241,—decrease, 95; by Judges and Members of Parliament, 395,—decrease, 122; by Trustees, 1,905,—increase, 330; by other Persons, 3,068—decrease, 1,490. Total School visits, 75,809,—increase, 2. This does not indicate any diminution of zeal and interest in Public School education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent Parents to educate their children.

7. *School Lectures.*—By Inspectors, 2,278,—decrease, 486; by other persons, 365,—increase, 75. Whole number of School Lectures, 2,643,—decrease, 411. The Lectures delivered by other than Inspectors are, of course, voluntary; but the Law requires that every Inspector shall deliver, during the year, at least one Lecture on education in each School Section under his charge; and the number of School Sections reported, with Schools open in them, is 4,598. There are, therefore, 2,320 School Sections, with Schools open, in which the requirement of the Law, in regard to delivering an educational Lecture, has not been observed. The large reduction in the number of Township Superintendents has, of course, to do with the falling off in the number of Lectures delivered. Many of the County Inspectors have informed me that during this, their first year of office, they preferred to give the time to the examination and classification, and, in many cases, to the actual organization of Schools. Next year will, no doubt, witness a revival of this most useful and appropriate means of stimulating local zeal in educational matters. It would be singular, indeed, if one Lecture a year in each School Section, on some subject of educational requirement, or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of visits to Schools by the Inspectors was equal to the requirements of the Law. Their effect has already been most salutary upon the Schools.

8. *Time of Keeping the Schools Open.*—The average time of keeping the Schools open, including the Holidays, was eleven months and six days in 1871. This is nearly twice the average time of keeping open the Public Schools in the State of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts,—arising chiefly from our making the Apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such Schools,—that is, according to the number of Pupils instructed in the Schools.

9. *Public School Examinations.*—The whole number of Public School Examinations was 7,284,—increase, 187; though less than two for each School. The Law requires that there should be in each School a public quarterly examination, of which the Teacher should give notice to Trustees and Parents of Pupils, and to the School Visitors, (Clergymen, Magistrates, etcetera), resident in the School Sections. I think the time has now arrived, (under the new and improved system inaugurated by the School Law and Regulations of 1871), to make it my duty hereafter to withhold the Apportionment of the School Fund from the Schools in which this provision of the Law is violated. Good Teachers do not shrink from, nor are indifferent to, public Examinations of their Schools. They seek occasions to exhibit the results of their skill and industry; but incompetent and indolent Teachers shrink from the publicity and labour attendant on public Examinations of their Schools. The stimulus to progress caused by such Examinations, together with tests of efficiency on the part of Teachers, and of progress on the part of

Pupils, cannot fail to produce beneficial effects on Parents, Pupils and Teachers, as well as on the interests of general and thorough Public School Education; and such Examinations will doubtless, under the new and improved Programme of Studies, command a large attendance of Parents, Trustees and friends of the Pupils of the School.

10. *The Number of Schools holding Public Recitations* of prose, or poetry, by the Pupils was 2,639,—increase, 73. This exercise should be practised in every School, (and I am glad its use is increasing, as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned). The little episodes of such exercises in the ordinary routine of School duties exert a salutary influence upon the minds of Pupils, and are happy interludes in the exercises on days of public Examinations; and the more agreeable and attractive such exercises, as well as School Examinations, can be made, the more rapid and successful will School progress become.

11. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been distributed to reward and encourage meritorious Pupils is 1,376,—increase, 31; there has also been an increase in the aggregate amount of Prize Books applied for and sent out to the Schools. As noted in my former Report, I may remark that in every instance, as far as I can learn, where the distribution of Prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence, or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the Law in not holding public Examinations of Schools,—the want of competence and industry in Teachers,—their not attending to and recording the individual conduct and progress of each Pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of Pupils. In other cases there has been a desire to give something to every Pupil without reference to either conduct or progress, in order that none may complain, thus defeating the very object of Prizes, and rejecting the principle on which the true system of Prizes is established, and on which the Divine Government itself is based, namely, rewarding every one according to his works. If the distribution of Prizes is decided fairly according to merit there can be no just ground for dissatisfaction; and facilities are now provided, and their employment prescribed, with a view to determine the merit of punctuality, of good conduct, of diligence, of proficiency on the part of each Pupil during each term of the year,—a four-fold motive to exertion and emulation in everything that constitutes a good Pupil and a good School. The use of Merit Cards removes many objections.

The existence of dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of Pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of Prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even although they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold Prizes from the most successful Cultivators of Grains and Vegetables, and Fruits and Flowers, because of dissatisfaction among the envious of the less diligent and less skilful Farmers and Gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath, (that is, improves what he hath), shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order, or administration, because some Persons are discontented and envious at the success of the faithful diligence and skill of others; nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary Teachers, and the envious murmurings of negligent and unsuccessful Pupils and their too partial friend. Were the true principles, non-personal competition, as laid down in our system of Merit Cards, carried out by Teachers, very little objection would ever be heard against the plan of awarding Prizes in Schools.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again, as follows:—

"A comprehensive Catalogue of carefully-selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at the reduced price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools. A series of Merit Cards, with appropriate Illustrations and Mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit Cards are to be awarded daily, or more generally weekly, to Pupils meriting them. One class of Cards is for punctuality; another for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three, or four, Prizes under each of these heads; and the Pupil, or Pupils, who get the largest number of Merit Cards under each head will, at the end of the quarter or half-year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of the Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil, that he can be as punctual, as diligent, and maintain as good conduct, and so acquire distinction and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations or exercises, must be a just ground of satisfaction, not only to the Pupil, but also to his or her Parents and friends. There are two peculiarities of this system of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the Term, or half-year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and irrespective of what may be done or not done by any other Pupil. The ill-feeling by rivalship at a single examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every-day School life. The second peculiarity is that the standard of merit is founded on the Holy Scriptures, as the Mottoes on each Card are all taken from the Sacred Volume, and the illustrations on each Card consist of a portrait of a character illustrative of the principle of the Motto, and as worthy of imitation. The Prize Book System, and especially in connection with that of Merit Cards, has a most salutary influence upon the School discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading."

12. *Prayers and Ten Commandments.*—Of the 4,598 Schools reported, the daily Exercises were opened and closed with Prayers in 3,366 of them,—increase, 120; and the Ten Commandments were taught in 1,928. The Law wisely provides that "no child can be compelled to be present at Religious Instruction, Reading, or Exercises, against the wish of his Parents, or Guardians, expressed in writing." The Religious Instruction, Reading and Exercises are, like Religion itself, a voluntary matter with Trustees, Teachers, Parents and Guardians. The Council of Public Instruction provides facilities, even forms of Prayer, and makes recommendations on the subject, but does not assume authority to enforce or compel compliance with those provisions and recommendations. In some instances the Reading and Prayers may be according to the forms of the Roman Catholic Church; but, generally, those Exercises are Protestant. The fact that in 3,366 Schools, out of 4,598, Religious Exercises of some kind are voluntarily practised, indicates the prevalent Religious principles and feelings of the people; although the absence of such Religious Exercises in a School does not by any means indicate the absence of Religious principles, or feelings, in the neighbourhood of such School. There are many

Religious Persons who think the Day School, like the Farm Fields, the place of secular work, the Religious Exercises of the workers being performed, in the one case as in the other, in the Household, and not in the field of labour. But as Christian Principles and Morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a Country, it is gratifying to see general and avowed recognition of them in the Public Schools. It is delightful to think that, (although, in some few instances, this duty may be unworthily performed yet), from so many humble shrines of learning the Prayer for Divine Wisdom and Guidance goes up with faith to Him who has promised to give "liberally" to them that ask Him and to upbraid them not.

13. *Text-Books.*—In a previous Annual Report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of Text-Books for the Schools, but a uniform series of excellent Canadian Text-Books, and the complete success of those measures. These Text-Books are now universally used. As, however, it was frequently stated that the Text-Books of Schools were so often changed, I append to this Report a Memorandum on the subject, showing that no changes have been made but once, or twice, (in Arithmetic and Grammar), in twenty-five years.

14. *Maps, Globes, and other Apparatus.*—The Maps and Globes, and most of the other Apparatus used in the Schools, are now manufactured in Ontario, forming a most interesting branch of Canadian manufacture. Blackboards are used in 4,568, (or nearly all), of the Schools,—increase, 64; Globes are used in 1,344 Schools,—increase, 18; Maps are used in 3,789 Schools,—increase, 94. Total Maps used in the Schools, 29,351,—increase, 1,202.

15. The number of Sunday Schools of all denominations reported is 3,526; of Sunday School Pupils in them, 203,222; of Sunday School Teachers, 23,835. The increased prosperity of these voluntary and invaluable adjuncts to our System of Public Instruction is a matter of congratulation to all parties concerned. The specific teaching of Religious truth given in these Schools by common consent is felt to supersede, to a great extent, a necessity of taking advantage of the hour set apart for giving Religious Instruction in the Public Schools.

VI. Table F.—Roman Catholic Separate Schools, 1871.

1. The number of Roman Catholic Separate Schools is 160,—decrease during the year, 3.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance of Pupils, as compared with that at the Public Schools in the same Municipalities, was $9,081,—increase, $174. The amount apportioned and paid for the purchase of Maps, Prize Books and Libraries, upon the usual condition of an equal sum being provided from local sources, was $574,—decrease, $108. The amount of School Rates from the Supporters of Separate Schools was $34,815,—increase, $2,962. The amount subscribed by Supporters of Separate Schools, and from other sources, was $25,347,—increase, $8,282. Total amount received from all sources was $69,818,—increase, $11,317.

3. *Expenditures.*—For payment of Teachers, $42,393,—increase, $654: for Maps, Prize Books and Libraries, $1,256,—decrease, $510; for other School purposes, $26,168,—increase, $11,173.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools was 21,206,—increase, 548. Average attendance, 10,371,—increase, 336.

5. The whole number of Teachers employed in the Separate Schools was 249,—increase, 13; male Teachers, 84,—decrease, 12; female Teachers, 155,—increase, 15. Teachers of Religious Orders, male 26,—increase, 1; female, 44,—decrease, 14.

6. The same Table shows the branches taught in the Separate Schools, and the number of Pupils in each branch; also the number of Schools using Maps, Apparatus and Blackboards.

General Remarks.—1. The Public Schools of Ontario are Non-denominational. Equal protection is secured to and enjoyed by every Religious Persuasion. No child is compelled to receive Religious Instruction, or attend any Religious Exercise, or Reading, against the wishes of his Parents, or Guardians, expressed in writing. I have known of no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with Religious Rights, so fully secured by Law.

2. According to the returns of the Religious Denominations of Teachers, as given in Table D, the number of Roman Catholic Teachers of the Public Schools is 623, of whom 249 only are Teachers in Separate Schools. There were, therefore, 374, (increase during the year, 18), Roman Catholic Teachers employed in the Non-denominational Public Schools,—an illustrative proof of the absence of exclusiveness in the local, as well as executive, administration of the School System. I may also observe that, according to the Inspectors' Returns for 1871, there were 489,615 children in Ontario between the ages of five and sixteen years. Of these, according to the proportion of Roman Catholic population, at least 75,000 must be assumed to be the children of Roman Catholic Parents. Of these 75,000 Roman Catholic children, only 21,200 (not one-third of the Roman Catholic School population), attend the Public Schools, in which no less than 374 Roman Catholic Teachers are employed; and yet not a complaint has been made of even attempt at proselytism, or interference with religious rights guaranteed by Law.

3. It is gratifying to be able to state that several of these Separate Schools are admirably managed, and are doing good service in their localities. The Law has been fairly and equitably administered to them, and I hear of no complaint from them.

VII. Table G.—High Schools, Receipts and Expenditures, Pupils' Fees, 1871.

Receipts.—The balances reported from the preceding year, (that is, of moneys not paid out by the 31st of December, 1870), was $8,041,—decrease, $3,549. The amount received by the High School Boards from Legislative Grant for the Salaries of Teachers was $65,536,—increase, $10,841. The amount of Legislative Grant apportioned for Maps, Prize Books, etcetera, was $1,268,—decrease, $80. The amount of Municipal Grants in support of High Schools was $50,674,—increase, $7,076. The amount received for Pupils' Fees was $18,985,—decrease, $390. Balances of the preceding year and other sources, $19,074,—increase, $4,074. Total receipts, $163,579,—increase, $17,972.

Expenditures.—For Salaries of Masters and Teachers, $113,861,—increase, $8,708; for Building, Rents and Repairs, $24,164,—increase, $3,774; for Fuel, Books and Contingencies, $12,427,—increase, $3,779; for Maps, Prize Books, Apparatus and Libraries, $2,426,—decrease, $948. Total Expenditure for the year 1871, ,$152,880.—increase, $15,314. Balances of moneys not paid out at the end of the year, $10,699,—increase, $2,658.

Number of Pupils, 7,490,—increase, 39. Number of Schools, 102.

VIII. Table H.—Number of Pupils in the Various Branches,—and Miscellaneous Information, 1871.

Table H shows both the subjects taught and the number of Pupils in such subjects in each of the High Schools, the names, University Degree, (or Certificate), of the Head Masters, and the numbers of Masters employed in each School, etcetera.

Of the School Houses, 49 were of Brick, 21 Stone and 28 Frame; 15 were rented or leased, the remainder freehold. Galt has the finest Play Ground of any of the High Schools; it consists of seven acres. The other Play Grounds vary in size, the smallest being one one-quarter of an acre,—or one-half of the minimum size required of the

smallest Public School. The estimated value of each School House and Site varies from $30,000, (Peterborough), down to $300, (Kemptville).

Kingston is the oldest High School in Ontario, dating from 1791; Cornwall, 1806; Brockville, 1818; Niagara and Williamstown, from 1828; St. Catharines, 1829. 1,628 Maps were used in the 102 High Schools; 56 Schools used the Bible; in 87 there were daily Prayers; 78 Pupils matriculated at some University during 1871; 567 Pupils entered Mercantile life; 388 adopted Agriculture as a pursuit; 222 joined the learned Professions; 532 went to other occupations. The number of Masters engaged was only 174,—the great majority of the Schools being content with the services of but one Master. Up to the date of this Report most of the High Schools, which had but one Master in 1871, have employed a second one, so that by the close of the year nearly every High School will be in a position to do more justice than formerly to the Pupils who attend them.

High School Boards cannot now reasonably complain of want of means to carry out this much-needed reform, (of employing a second Master). They not only receive from the Legislative Grant nearly twenty times as much per Pupil as is paid from the same source to the Public School Trustees for each Pupil in their Schools, but they can now call upon the Municipal Councils of their District for the entire balance required to support their School efficiently.

In regard to the establishment of new High Schools, the Department has not encouraged their multiplication, unless it could be shown that their existence in the locality desiring them was a necessity, and that their proper standing and character could be maintained. With this view, the following conditions were laid down by the Department for establishing both High Schools and Collegiate Institutes:—

The new School Law of 1871 provides for the establishment and maintenance of three classes of superior English, or Classical, Schools, videlicet:—

I. High Schools for teaching Classical and English subjects, in which Boys and Girls may be instructed together or separately.

II. High Schools in which Boys and Girls may be instructed in English subjects alone.

III. Collegiate Institutes, for giving instruction in Classical and English subjects, in which there shall be four Masters and an average daily attendance of at least sixty Boys in Greek and Latin. Twice that number are in the High School at Galt.

Conditions for Establishing Collegiate Institutes.

Trustees of High Schools who desire to have the title of Collegiate Institute conferred upon their School by the Lieutenant-Governor are requested to furnish the Education Department with the following information:

1. The name and designation of each Master employed in the School, and the number of his teaching hours per day.

2. The name and designation of each Assistant Teacher, (if any), and the number of his teaching hours per day.

3. The aggregate attendance of Boys studying Latin, or Greek, during the whole of the previous civil year, and during the two Terms of the School preceding the application.

4. The daily average attendance of Boys in Latin and Greek during the periods named.

5. The Income from all local sources during the preceding civil year.

6. The description of the proposed Collegiate Institute Building, as regards:—

(*a*) Its situation and extent of its Site; description and size of the Building, and its state of repair.

(*b*) The number of Rooms devoted to teaching purposes in it, and their sizes.

(*c*) Description of Apparatus for illustrating Natural Philosophy and Chemistry; number and description of Maps; number of Volumes in Library, (if any).

(*d*) Size of Play Ground and extent of outside Conveniences, etc.

7. A written guarantee must be given by the Trustees that the requirements of the Act and Regulations of 1871, in regard to Collegiate Institutes, will be fully complied with.

These Regulations have been found to work admirably, and up to the date of this Report the following High Schools and Collegiate Institutes were, on the recommendation of the Department, authorized by the Lieutenant-Governor-in-Council, and notice thereof given as follows:—

Collegiate Institutes and High Schools Authorized by the Governor.

His Excellency the Lieutenant-Governor has been pleased to confer upon the undermentioned High Schools the name and privileges of Collegiate Institutes, in accordance with the provisions of the School Law of Ontario, videlicet:—

1. Galt High School, 12 Masters, and an average attendance of 120 Boys in Classics.
2. Hamilton High School, 4 Masters, and an average attendance of 74 Boys in Classics.
3. Peterborough High School, 4 Masters, and an average attendance of 73 Boys in Classics.
4. Cobourg High School, 4 Masters, and an average attendance of 65 Boys in Classics.
5. Kingston High School, 4 Masters, and an average attendance of 63 Boys in Classics.
6. St. Catharines High School; 4 Masters, and an average attendance of 62 Boys, in Classics.
7. Ottawa High School; 4 Masters, and an average attendance of 63 Boys, in Classics.

His Excellency has been pleased to authorize the establishment of the following new High Schools—suitable accommodation and the employment of two Masters having been guaranteed, videlicet:—Parkhill, in the County of Middlesex; Campbellford, in the County of Northumberland; Mitchell, in the County of Perth; Walkerton, in the County of Bruce; Sydenham, in the County of Frontenac; Hawkesbury, in the County of Prescott.

IX. Table I.—Meteorological Stations and Observations, 1871.

Of late years the practical value of the science of Meteorology has been recognized by all civilized Governments, and systems of simultaneous Observations have been widely established, the results of which must tend to elucidate the laws which control Atmospheric Phenomena. The recent establishment of the Storm Signal Office at Washington, and the extension of the system to this Dominion, will, no doubt, exhibit fresh evidence of the practical value of Meteorological Observations. The daily Weather Reports and the "Probabilities" founded on the Observations, have been most valuable, instructive and interesting. The system of "Drum Signals" established on the English Coast by the late Admiral Fitzroy, (although not appreciated at first), has become a necessity, and, under the good Providence of God, has been the means of averting great destruction of life and property. The Admiral, when head of the Meteorological Office in England, thus referred to the importance of returns of Temperature, and the especial need of Observations in British America:—

"Tables of the Mean Temperature of the Air in the year, and in the different months and seasons of the year, at above one thousand Stations on the Globe, have recently been computed by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different Observers and at different times, should be brought together and co-ordinated, has conduced, as is well

known, to conclusions of very considerable importance in their bearing on Climatology, and on the general laws of the distribution of Heat on the surface of the Globe. In regard to Land Stations, Professor Dové's Tables have shown that 'data are still pressingly required from the British North American Possessions, intermediate between the Stations of the Arctic Expeditions and those of the United States; and that the deficiency extends across the whole North American Continent, in those latitudes from the Atlantic to the Pacific.'"

A recent Return published, (in 1872), under the authority of the Parliament of Canada evinces the gradual progress being made in the establishment of a complete Meteorological System for the Dominion, which cannot fail to be of great service to the cause of Science and to the great Agricultural, as well as the Maritime, interests of the Country.

"The High School System of Ontario secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of Observation, and the Law authorizes the establishment and maintenance of a limited number of Stations, selected by the Council of Public Instruction, with the approval of His Excellency, the Lieutenant-Governor, at which daily Observations are taken of Barometric Pressure, Temperature of the Air, Tension of Vapour, Humidity of the Air, direction and velocity of the Wind, amount of Cloudiness, Rain, Snow, Auroras, and other Meteoric Phenomena. The Instruments used have been subjected to the the proper tests. Full abstracts of the daily records are sent to the Education Office monthly. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the Observers' Reports, after strict examination, are arranged and preserved for further investigations."

I have pleasure in adding that the Observers are discharging their duties with fidelity, and that, through their exertions, the materials for investigating the Climatology of the Province are rapidly accumulating.

X. Table K.—Normal and Model Schools, 1871.

The County Examinations held throughout the Province, in 1871 and 1872, have demonstrated the great value and usefulness of the Normal School. Every one of its Students who was examined has acquitted himself well, and of the seven who obtained First Class Certificates in July, 1872, five were Normal School Students. The great practical value of the instruction given to the Students of that Institution by the Reverend Doctor Davies, the new Principal, Doctor Carlyle and Mr. Kirkland fully sustain the high reputation which the Institution has acquired throughout the Country. The whole System has been of late years brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other Establishment of the kind. The standard of admission to the Normal School has been raised much above that of former years, and, therefore, the Entrance Examination, (which is always in writing), has been made increasingly severe. 138 of those admitted have been Teachers. The establishment of the third Mastership, with a view to give greater prominence to the subject of Natural Science, has had a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools, as required by the new School Act. The newly enlarged Buildings for the Model Schools will add greatly to the practical character and efficiency of these Schools of practice in the Normal School Course.

Last year, I felt so impressed with the importance of increased facilities for Normal School training, that I suggested to the late Attorney-General Macdonald the advisability of establishing two additional Normal Schools—one in the Eastern and one in the Western part of the Province, and the subject was referred to in Your Excellency's Speech at the opening of the Session in December last. I am glad that the subject

has not been lost sight of, but that my suggestions will likely be carried out this year, and possibly three additional Normal Schools established.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been Teachers before entering the Normal School, attendance of Teachers-in-training, Certificates, and other particulars respecting them during the twenty-three years' existence of the Normal School; the second abstract gives the Counties whence the Students have come; and the third gives the Religious persuasions of these Students.

Table K shows that of the 6,418 admitted to the Normal School, (out of 7,104 applications), 3,130 of them had been Teachers; and of those admitted, 3,280 were males, and 3,138 were females. Of the 3,280 male Candidates admitted, 2,179 of them had been Teachers; of the 3,138 female Candidates admitted, 951 of them had been Teachers. The number admitted the first Session of 1871 was 166, the second Session, 183—total, 349. Of the whole number admitted, 151 were males, and 198 females. Of the male Students admitted, 91 had been Teachers; of the female Students admitted, 47 had been Teachers.

XI. Table L.—Other Educational Institutions in Ontario, 1871.

The Public and High Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must, therefore, be referred to in order to form an approximate idea of the state and progress of Education throughout the Province. Table L contains an abstract of the information collected respecting these Institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are 16 Colleges, (some of them possessing University powers), with 1,930 Students; 285 Academies and Private Schools—increase, 1—with 6,511 Pupils—decrease, 51; which were kept open 11 months, and employed 392 Teachers —increase, 19. Total Students and Pupils, 8,441—decrease, 51.

XII. Table M.—Free Public Libraries in Ontario, 1871.

1. This Table contains three Statements:—First, the names of the Municipalities which have been supplied with Libraries, (or additions), during the year, and the value and number of Volumes sent out to each; Second, the Counties to which Libraries have been supplied during the past and former years, and the value and number of Volumes in them, and also of other Public Libraries; Third, the number and subjects of Volumes which have been furnished, as Libraries and Prize Books, to the several Counties each year since the commencement, in 1853, of this branch of the School system.

2. (*Statement No.* 1).—The amount expended in Library Books during 1871 is $3,300, of which one-half has been provided from local sources. The number of Volumes supplied is 4,825.

3. (*Statement No.* 2).—The value of Public Free Libraries furnished to the end of 1871 was $138,825—increase, $3,300. The number of Libraries, exclusive of subdivisions, 1,175—increase, 29. The number of Volumes in these Libraries was 243,887, —increase, 4,825.

Sunday School Libraries reported, 2,845—increase, 412. The number of Volumes in these Libraries was 375,128—increase, 29,273.

Other Public Libraries reported, 389. The number of Volumes in these Libraries was 174,471—increase, 30.

The total number of Public Libraries in Ontario is 4,409—increase, 441. The total of the number of Volumes in these Libraries is 793,486—increase during the year, 34,128 Volumes.

4. (*Statement No. 3*).—This important Statement contains the number and classification of Public Libraries and Prize Books, which have been sent out from the Depository of the Department from 1853 to 1871 inclusive. The total number of Volumes for Public Free Libraries sent out, 247,497. The classification of these Books is as follows:—History, 43,023; Zoology and Physiology, 15,427; Botany, 2,823; Phenomena, 6,154; Physical Science, 4,813; Geology, 2,112; Natural Philosophy and Manufactures, 13,297; Chemistry, 1,558; Agricultural Chemistry, 795; Practical Agriculture, 9,741; Literature, 23,638; Voyages, 21,570; Biography, 28,501; Tales and Sketches, Practical Life, 69,744; Fiction, 1,312; Teachers' Library, 2,989. Total number of Prize Books sent out, 563,869. Grand Total of Library and Prize Books, (including, but not included in the above. 16,867 Volumes sent to Mechanics' Institute and Sunday Schools, paid for wholly from local sources), 827,617.

XIII. Table N.—Summary of the Maps, Apparatus, and Prize Books Supplied to the Counties, Cities, Towns and Villages During the Year.

1. The amount expended in supplying Maps, Apparatus, and Prize Books for the Schools, was $30,076—increase, $1,265. The one-half of this sum was provided voluntarily from local sources; in all cases, the Books, or articles are applied for and fifty per cent. of the value paid for by the parties concerned before being sent out. The number of Map of the World sent out was 184; of Europe, 276; of Asia, 239; of Africa, 207; of America, 232; of British North America and Canada, 323; of Great Britain and Ireland, 181; of Single Hemispheres, 216; of Scriptural and Classical, 144; of other Charts and Maps, 447; of Globes, 123; of sets of Apparatus, 43; of other pieces of School Apparatus, 466; of Historical and other Lessons, in sheets, 13,055. Number of Volumes of Prize Books, 60,420.

2. It may be proper to repeat that the Map, Apparatus, and Prize-Book branch of the School System was not established till 1855. From that time to the end of 1871 the amount expended for Maps, Apparatus, and Prize Books, (not including Public Libraries), was $323,119, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the World furnished is 2,635; of Europe, 4,098; of Asia, 3,325; of Africa, 3,058; of America, 3,463; of British North America and Canada, 3,916; of Great Britain and Ireland, 3,869; of Single Hemispheres, 2,764; of Classical and Scriptural Maps, 2,772; other Maps and Charts, 5,891; Globes, 2,065; sets of Apparatus, 444; single articles of School Apparatus, 15,081; Historical and other Lessons, in sheets, 167,267; Volumes of Prize Books, 563,869.

3. I also repeat the following explanation of this branch of the Department:—

"The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The Globes and Maps manufactured, (even in the material), in Canada, contains the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are Tellurians, Mechanical, Powers, Numeral Frames, Geometrical Forms, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with the Copies and Models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way, new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal authorities all over the Country. It is also worthy of remark, that this

important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the Cost of the article and Books procured, so that it does not cost either the Public Revenue, or School Fund, a penny, beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various articles of School Apparatus. I know of no other instance, in either the United States, or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the Public, and without adding to the public expense."

Explanatory Remarks on the Working of the Depository, 1871.

As certain parties have objected to the Depositories for the supply of High and Public Schools with Maps, Charts, Apparatus, Prize and Library Books, as an interference with private trade, I reply that just as well might they object to the interference of Government in many other matters which come directly in contact with the interests of private Trade and Manufacture, as I shall further illustrate. In doing so I shall briefly refer to the objects for which our Department of Education exists, and explain the principles on which the Depository has been established.

The General Question Practically Discussed.

In every Country the interests of Education, at least in its elementary organization, is committed to the care and oversight of some department of Government. Experience proves the necessity of doing so. But it may be asked: "What is expected of such a Department in its administration of the system?" "Is it the merely perfunctory duty of keeping a certain statutory machinery in motion, receiving formal Reports, and making the same in Return, which is expected? Or is it the dealing with the great interest of Popular Education as if it were the nation's life blood, every pulsation of which indicated a healthy, vigorous growth of intellectual and moral life, or the torpidity of bare existence, maintained at large cost, but producing little fruit and no satisfactory returns?" The prevention of this latter, and the promotion of the former are, we think, the true objects for which popular Education is especially entrusted to the care and oversight of a responsible Public Department. If it be so, the question then is: "How can this be best accomplished, and in what light should the Schools be regarded treated, so as to bring about the best possible results"; whether as the joint property of the State and people, their interests should be paramount to private interests, or should they be treated merely as Institutions which should be made to subserve the interests of the Trades and Professions, whether it be of Book-sellers or of Private Schools, or Private Institutions for the training of School Masters.

Example of Alleged Interference Acquiesced in Pro Bono Publico.

Normal Schools were at first derided as an interference with proprietary rights in special Schools, select Academies, local "Colleges," and other Institutions made available for preparing Teachers. At length, after various discussions, now and then revived, this point was conceded, and Normal Schools are now regarded, on this Continent at least, as the exclusive property of the State, and not of private individuals or corporations. Thus, the right of the State to prepare and fit the primary agents of Education for their important work was admitted by all except by interested parties. Then arose the other question, as to who should not only provide those trained agents, but, (regarding each School as one of a number claiming equal privileges and facilities for promoting instruction), should also supply them with the requisites for imparting that instruction. The right to prepare the agents themselves was conceded, but the right to procure and place in their hands such tools, or means and instruments of performing their work, as were considered most desirable and suitable, was resisted, ostensibly on public, but in reality on private, grounds.

The Board of Trustees in every City and Town can lawfully purchase by wholesale, and keep a depot for the supply of all its Schools with Books, etcetera, and is authorized by the School Act of 1871, to collect a monthly Fee to support such a local Depository, and the plan is commendable on the principles of prudence, economy, and proper oversight. The Departments in England, Canada, and even Ontario, establish and maintain, by a Parliamentary vote, a Stationery Office for the exclusive supply of the various branches of Government, with Paper and all kinds of Stationery, without purchasing from local dealers.

Examples of Government Interference with Private Trade.

Every Government in Europe has its depot for making and supplying Army Clothing, its dockyards for making Ships, its exclusive Printing Office under contract for all its Departments; its own Architects and Engineers for all its Public Buildings; its absorption in England, Canada and elsewhere, of the exclusive right of carrying private Letters;—that a gigantic monopoly in England of the whole Telegraph System of Britain has been lately established, and that in Canada and the Eastern Provinces Railways have been constructed, aided, and even run, for public traffic; and that in Ireland, if not in England, they are even now considering the expediency of taking out of private hands the vast network of Railways in those Kingdoms. These facts, and their suggestive teachings, are ignored by certain interested parties where the facts stated are little known, or thought of, because their discussion would be inconvenient, and their application would be fatal to, the plans of those opposed to our Depository.

XIV. Table O.—Superannuated and Worn-out Teachers of Public Schools, 1871.

It appears from the Table that 257 have been admitted to receive aid, of whom 133 have died, have not been heard from, or have resumed teaching, or have withdrawn from the Fund before or during the year 1871, the amount of their subscriptions having been returned to them. . . .

XV. Table P.—Educational Summary for 1871.

This Table exhibits the number of Educational Institutions of every kind, as far as I have been able to obtain Returns. The whole number of these Institutions in 1871 was 5,004—increase, 34; the whole number of Students and Pupils attending them was 463,057,—increase, 3,896; the total amount expended for all educational purposes was $2,297,694,—increase, $123,952; total amount available for educational purposes, $2,629,570,—increase, $215,513.

XVI. Table Q.—General Statistical Abstract of the Progress of Education in Ontario, from 1842 to 1871, Inclusive.

This most important Table is highly suggestive; it is only by comparing the number and character of Educational Institutions at different periods, the number of Pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a Country. The statistics for such comparisons should be kept constantly before the public mind, to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all of our Institutions of Education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them; and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items

as example. In 1842 the number of Public Schools was only 1,721. In 1851 this had increased to 3,001; and in 1871 to 4,598; and the number of Pupils attending them from 168,159 in 1851 to 425,126 in 1871. The amount paid for the support of Public Schools has been increased from $468,644 in 1851, to $1,191,476 in 1871, (not including balances not paid at the date of the local Reports), besides the amount paid for the purchase, erection, repairs of School Houses, etcetera, of which there are no reports earlier than 1850, but which at that time amounted to only $56,756, and $77,336 in 1851, but which in 1871 amounted to $611,818,—making the aggregate actually paid for Public School purposes in 1871, $1,802,294, or, with the balances available and not paid out at the date of the local reports, $2,124,471. These facts will be more clearly seen from the following Table, in addition to which may be added the Normal and Model Schools, the system of uniform Text-Books, Maps, Globes, Apparatus, (of domestic manufacture), Prize Books and Public Libraries:—

Year.	Number of Public Schools reported.	Amount paid for Public School Teachers' Salaries.	Amount paid for erection, repairs of School-house, Fuel and Contingencies.	Balance forward each year.	Total amount available each year.
	$	$	$	$	$
1850.....	3,059	353,716	56,756	24,016	434,488
1851.....	3,001	391,308	77,336	16,893	485,537
1860.....	3,969	895,591	264,183	164,498	1,324,272
1861.....	4,019	918,113	273,305	189,861	1,381,279
1865.....	4,303	1,041,052	314,827	189,121	1,545,000
1866.....	4,379	1,066,880	320,353	220,738	1,607,971
1867.....	4,422	1,093,516	379,672	197,147	1,670,335
1868.....	4,480	1,146,543	441,891	200,898	1,789,332
1869.....	4,524	1,175,166	449,730	202,530	1,827,426
1870.....	4,566	1,222,681	489,380	232,303	1,944,364
1871.....	4,593	1,191,476	611,819	321,176	2,124,471

XVII. Objects of Art in the Educational Museum, 1871.*

This fourth branch of the Education Department is probably the most attractive, as it is both suggestive and instructive. The other three branches are:—(1) The Department proper for the Administration of the Laws relative to the Public and High Schools. (2) The Normal School for the training of skilled Teachers. (3) The Depository for the supply of Maps, Apparatus and Prize and School Books. (4) The Educational Museum.

The more recent additions to the Museum may be referred to under the following heads:—

1. *Assyrian and Egyptian Sculpture in the Museum.*

Of the exceedingly valuable collection of Sculptures with which Mr. Layard's Explorations at Nineveh have enriched the British Museum, we have several of the most interesting casts authorized by that Museum. This selection includes:—I. A colossal, human headed, winged Bull; II. A four-winged Figure, with Mace; III. Slabs representing (1) Sardanapalus I., with winged human Figure and Offerings; (2) the Eagle-headed Deity, (Nisroch), with mystic Offerings, besides the Sacred Tree; (3) an Attendant, (Eunuch), with Bow and Arrows, etcetera; (4) Sardanapalus and Army besieging a City; (5) a Royal Lion Hunt; (6) Sardanapalus II., at an Altar, pouring a Libation over dead Lions; (7) Sardanapalus III. and his Queen feasting after the Lion Hunt; (8) a very striking slab representing a wounded Lioness; (9-11) Horses,

*A good deal of the information, in regard to the Museum, not given in this Report, is similar to that contained in the year's Report. It is therefore omitted here.

Lions, male and female Figures; IV. Black Obelisk, from the great Mound set up by Shalmaneser, (King of Assyria), about 850 years B.C.; V. Two most interesting Stones, (recently added to the British Museum collection), containing records in Cuniform character, etcetera, of the sale of Land, about 1120 B.C.; VI. Large Statue of Memnon; VII. Lid of large Sarcophagus; VIII. Side of an Obelisk from Temple of Thoth, (from Cairo); IX. Rosetta Stone, with inscription in honour of Ptolemy.

2. *Casts of Gems, Medals, etcetera.*

(1) A beautiful Set of (470) Casts of celebrated Poniatowski Gems. (A similar collection is in the Ashmolean Museum, at Oxford.) (2) A Set of (170) Medals, illustrative of Roman History, the Emperors, etcetera; (3) a collection of Medals of the Popes; (4) a Set of the Great Seals of England; (5) 38 Medals of the Kings of England; (6) 80 of the Kings, etcetera, France; (7) 24 of Russian Emperors, etcetera; (8) 250 modern celebrated men; (9) besides numerous casts of Medallions, Tazza, pieces of Armour, etcetera; (10) a beautiful collection of casts of Leaves, Fruit, etcetera; (11) about 60 Busts, life-size, of noted modern characters, etcetera.

3. *Ivory Carvings, Chromo-Lithographs, Photographs.*

From the collection of the Arundel Society, published in connection with the South Kensington Museum, have been procured, (1) a full set of 150 specimens Ivory Carvings, of various periods from the Second to the Sixteenth century, in Fictile Ivory; (2) 60 Chromo-lithographs, beautifully coloured, illustrating Italian art; (3) 573 Photographs of National Portraits, illustrative of English History, including the Tudor period; (4) 400 miscellaneous Photographs of Objects of Art, Scenes, etcetera; (5) 170 Engravings of Modern Sculpture.

4. *Electrotypes of Art Treasures.*

Of the rich and beautiful collection of Elkington's and Franchi's Electrotypes of Art Treasures in the South Kensington collection, we have a small selection, owing to the expense of the copies for sale.

5. *Samples of Food Analysis.*

From the authorities of the South Kensington Museum we have a full set of the printed Labels of the numerous samples of Food Analysis exhibited in the Museum. We have specimens of the Analysis boxes with glass covers, so as to enable us to form a similar collection on a smaller scale for our own Museum. This collection, when made, will form a most interesting and instructive study for the farmer and food consumer.

6. *India Rubber Manufactures.*

Through the kindness of Messieurs Macintosh and Company, the eminent India Rubber Manufacturers, of Manchester, we obtained several interesting specimens of Rubber-work, illustrative of the various uses to which India Rubber is applied. Some of these specimens are highly artistic in design.

7. *Naval Models.*

Beautiful Models of War and Merchant Ships, Yachts, and Boats, including a line of Battle ship, Steam Ram, and Steam Vessels.

8. *Miscellaneous Objects of Art.*

Greek, Roman and English Coins, with a few Curiosities and specimens of Natural History, etcetera.

Some striking Photographs of Objects and places in India, from the India Office in London, and Models from the National Life-Boat Association.

The South Kensington Museum is unrivalled in the beauty and extent of its internal fittings and arrangements, no less than in the extent and value of its collections of Objects of Art, and of industrial and practical value, as well as of articles of *vertu* of great historical interest. It is itself the parent Institution of many of the admirable collections and local Museums and Schools of Art throughout the three Kingdoms. The travelling collections of Objects of Art, which it sends to the local Exhibition of these Schools of Art, is most varied and interesting. This, it may well be said, is "Object teaching" on a grand scale, and in a most attractive form, for the adult masses of England, Ireland and Scotland, and so it emphatically is. This is clearly the policy of the Educational Authorities in England, as it has been for years, to some extent, on the Continent of Europe. Looking over these large and attractive popular Museums, it is gratifying that we had thus far been enabled, by the liberality of our own Legislature, to keep pace in a humble degree with the great efforts which are now being systematically made in England to popularize Science and Art. These efforts are not only designed to promote this object, but at the same time they tend to interest and instruct the masses, not only by cultivating the taste, but by gratifying and delighting the eye by means of well-appointed Educational Museums and popular Exhibitions.

XVIII. Report of the Inspectors of Grammar and High Schools, 1871.

In connection with recent discussions on the condition of our High Schools, I desire to direct special attention to the practical and excellent Report of the two Inspectors of High Schools. The Reports of these Inspectors, (the Reverend J. G. D. Mackenzie, M.A., and J. A. McLellan, M.A.), this year are alike kind and faithful, and are replete with practical remarks and suggestions; they point out most forcibly the defects of many, both High and Public Schools, and show clearly in the interests of higher English, as well as of sound Classical Education, the necessity of a thorough reform in the present system, as contemplated by the principal provisions of the High School provisions of the Act which were adopted last year by the Legislative Assembly. I am glad that, under the new Act, the principle of apportioning the High School Fund, according to results of teaching, and not merely according to the numbers of Pupils in the Schools, will be carried out. This feature of the proposed change in the mode of distributing the High School Grant I shall discuss more fully in a subsequent part of this Report, in connection with the valuable and instructive joint report of the High School Inspectors, to which I have referred.

XIX. Extracts from the Reports of Inspectors of Public Schools, 1871.*

In commencing a new era of School progress, I have felt it to be indispensable, with the aid of the newly-appointed and efficient County Inspectors, to give a summary account of the present condition of the Schools,—especially in their internal,—or, as we might regard it, in their social aspects. This has been felt to be the more important at this period of our Educational history, in order to ascertain exactly where we are, and thus to fix a starting point of renewed progress and efficiency under the new School Act of 1871.

One of the Inspectors, in referring to the operation of the new School Act, says:—The state of the educational interests of this County may be judged by the fact that in the last year of its existence the old Board granted upwards of forty First Class Certificates, for terms varying from one to three years. There were also First Class Certificates, (few in number), that had been granted to endure during the pleasure of the Board. Several of those holding such First Class Certificates appeared at the first and

*Under this heading, the Chief Superintendent repeats the remarks on these Reports, which he made on them in the preceding year; they are, therefore, in part, not repeated here.

second meeting of the New Board, and a considerable number of them did not attain a Third Class standing, and were evidently disqualified for the office which they had held.

At our July examination no one applied for a First Class certificate, and only two for a Second. Of these last, only one was successful; while no less than thirteen of the thirty-seven Candidates for Third Class Certificates failed to reach the minimum standard of excellence and were rejected.

There were evidences of improvement to be seen at the December examination. Out of twenty-eight Candidates eight were rejected.

They establish two general and suggestive facts,—one of warning, and one of encouragement:—

1. The first fact is that the internal condition of the Schools generally has not materially improved for years; that the character of the School Accommodation, the constant change of Teachers, and the paramount desire in many places to obtain their services, if at all, at a "cheap" rate, have told fearfully upon the *morale* of the Schools, and have discouraged all hope of real progress and advancement. Both Schools and Pupils have, under such a system, been brought into a chronic state of change, and experiment,—alike forbidding even a quiet respectability of standing, and utterly precluding anything like real progress and efficiency.

2. The second fact established by the Inspectors in their Reports,—and it is a most encouraging one,—is that the people generally, when approached in the right spirit, are most anxious to better, at least, the material condition of their Schools. They see that in most cases the School House and School Premises are far below even the passable state in which they should be found,—that their condition, in some wealthy neighbourhoods, is wretched,—even deplorable; that the health of child and Teacher is alike endangered by the often unthinking parsimony of the Ratepayers. To have these things pointed out and a remedy suggested has been all that in very many cases has been required. In the majority of other cases a gentle pressure has sufficed to bring about a better state of things.

XX. General Remarks on the Subjects of Instruction and Condition of the Schools, and the Operation of the School Law Improvement Act of 1871.

There is, however, another and more serious obstacle to the improvement in our Schools, which I regret to find it more difficult to remove than it is to induce Trustees to improve the condition of the School House and Premises. I refer to the objections to go beyond the merest rudiments of Education, or to employ an additional Teacher where one is manifestly inadequate to perform the duties required to make the School efficient, or to maintain proper discipline in it.

Statistical Growth of the Schools in Advance of their Prosperity.

Now I appeal to Trustees and Teachers alike to aid the Inspectors and this Department in the effort made to effect the removal of this state of apathy and to awaken a desire to see that some substantial progress is made in the amount and quality of the Education to be provided in our Public Schools. The statistical results of the growth of our School System are fast growing upon us. They are indeed marvellous. A few years ago the number of our Schools did not much exceed 2,000, nor did the number of the Pupils in them reach 100,000, while the Expenditure for all purposes did not, even in 1851, equal $500,000. Now, while the number of the Schools has more than doubled, the increase in the number of Pupils and in the gross expenditure of the Schools is over four hundred per cent. No one, not even the most ardent admirer and defender of our School System, will, for a moment, maintain that in efficiency the Schools have at all kept pace with, or even approached, this natural and yet most gratifying increase in the number and expenditures of our Schools. It is to a thoughtful consideration of these facts, and to a united effort to improve the internal condition of our Schools, that I would invite the attention of the friends of our Educational System.

Interesting Educational Statistical Facts.

The population of this Province, according to the recent census, is 1,620,842. The number of children of School age is on an average a little over one-fourth of the whole. The number of Elementary Schools is not much below 5,000, and are maintained at an annual cost of above $2,000,000, or over one dollar per head of the population. Such being the magnitude to which our Educational System has grown, every man will feel how imperative it is upon us to see that that system is as thorough and complete in all of its details as possible; and that in no respect should it be allowed to fall below the average standard now reached by other educating countries. For convenience, I give the gratifying statistics of our educational progress in this place .

Year.	County Municipal Assessment.	Trustees' School Assessment.	All other Receipts.	Total Receipts.	Increase in Total Receipts.
	$	$	$	$	$
1860.....	278,693	556,682	488,897	1,324,272	14,452
1861.....	278,085	587,297	515,897	1,381,279	57,006
1862.....	274,471	620,268	501,384	1,396,123	14,843
1863.....	287,768	631,755	513,362	1,432,885	36,762
1864.....	304,382	659,380	520,425	1,484,187	51,301
1865.....	308,092	711,197	525,711	1,545,000	60,813
1866.....	319,154	760,366	528,451	1,607,971	62,970
1867.....	351,873	799,708	518,754	1,670,335	62,364
1868.....	362,375	855,538	571,419	1,789,332	118,997
1869.....	372,743	890,834	563,849	1,827,426	38,093
1870.....	385,284	951,099	607,981	1,944,364	116,938
1871.....	492,481	1,027,184	604,806	2,124,471	180,107

Putting these facts in another form, (with some additional ones), we can see at a glance the nature and extent of educational progress which we have made during the last twenty-one years:—

Year.	Number of Public Schools reported.	Amount paid for Public School Teachers' Salaries.	Amount paid for erection, repairs of School-house, Fuel and Contingencies.	Balance forward each year.	Total amount available each year.
	$	$	$	$	$
1850.....	3,059	353,716	56,756	24,016	434,488
1851.....	3,001	391,308	77,336	16,893	485,537
1860.....	3,969	895,591	264,183	164,498	1,324,272
1861.....	4,019	918,113	273,305	189,861	1,381,279
1865.....	4,303	1,041,052	314,827	189,121	1,545,000
1866.....	4,379	1,066,880	320,353	220,738	1,607,971
1867.....	4,422	1,093,516	379,672	197,147	1,670,335
1868.....	4,480	1,146,543	441,891	200,898	1,789,332
1869.....	4,524	1,175,166	449,730	202,530	1,827,426
1870.....	4,566	1,222,681	489,380	232,303	1,944,364
1871.....	4,598	1,196,476	611,819	321,176	2,124,471

Two Current Objections Considered.

I desire first to refer to the objection made to the increase in the number of practical subjects required to be taught in our Public Schools, and then to the minor objection to employ two Teachers in the larger Schools.

And, first, I may remark, that had the new "Programme of Subjects for Study in the Public Schools" been partially omitted, or had it been given a subordinate place to the essential elementary subjects of Reading, Writing, and Arithmetic, then the first objection might have had force; and, secondly, that no system of education has any pretensions to completeness, or even to what is of more consequence, a thorough practicalness of character, unless it had provided for teaching those additional subjects which the necessities of the Country and the pursuits and occupations of the people require.

By reference to the Programme of Studies, it will be seen from the number and order of the subjects in it, and the time prescribed per week for teaching each of them, that the first years of Public School Studies are almost entirely devoted to teaching the three primary, or fundamental, subjects of a good Education—Reading, Writing, and Arithmetic, including only such other subjects and to such a degree, as to relieve the Pupils from the tedium of the more severe and less attractive Studies, and to develop their faculties of observation and taste for knowledge, as suggested by the largest experience of the most advanced Educators. The subjects of the Programme are limited in both number and range to what is considered essential, and to what experience has proved can be thoroughly mastered by Pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the new School Act to be taught in the Schools, are such, (and are prescribed to such an extent only), as is absolutely necessary for the advancement of the Country—in Agriculture, the Mechanical Arts, and Manufactures, apart from Science and Literature, and are even less than are required by Law to be taught in some of the Western States of the Union.* And when the cheap and excellent Text Books prescribed are examined, in connection with the subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but everything for practical use, and that which admits of easy accomplishment.

Education Directed Towards the Pursuits and Occupations of a People.

On this subject, Doctor Playfair gives the following striking illustration:—

"The great advantage of directing education towards the pursuits and occupations of the people is that, while it elevates the individual, it, at the same time, gives security for the future prosperity of the Nation. There are instances of Nations rich in natural resources of industry, yet poor from the want of knowledge how to apply them; and there are opposite examples of Nations utterly devoid of Industrial advantages, but constituted of an educated people, who use their Science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second. Spain, indeed, is wonderfully instructive, and her story is well told by Buckle, for you see her rise in glory or fall in shame, just as there are conditions of intellectual activity or torpor among her inhabitants. . . . This Nation has everything in the richest profusion to make it great and prosperous. Washed both by the Atlantic and Mediterranean, with noble Harbours, she might command an extensive commerce both with Europe and America. Few Countries have such riches in the natural resources of industry. A rich soil and almost tropical luxuriance of vegetation might make her a great food-exporting Nation. Iron and Coal, Copper, Quicksilver, and Lead abound in profusion, but these do not create industries, unless the people possess knowledge to apply them. When that knowledge prevailed, Spain was, indeed, among the most advanced of industrial Nations. Not only her metallurgic industries, but her Cotton, Woollen, and Silk manufactures were unequalled; her Shipbuilding also was the admira-

* Thus in the state of Illinois no Teacher is entitled to receive a Certificate of Qualification unless he is able to teach the elements of the Natural Science, Physiology, and the Laws of Health.

tion of other Nations. But all have decayed, because Science withers among an uneducated people, and, without Science, Nations cannot thrive. Turn to Holland, once a mere province of Spain. She has nothing but a maritime position to give her any natural advantage. Not so bad, indeed, as Voltaire's statement, that she is a land formed from the sand brought up on the sounding-leads of English sailors, although she is actually created from the debris of Swiss and German mountains brought down by the Rhine. Hence, within her lands are no sources of mineral wealth; but she has compensated by its absence by an admirable education of her people. For my own Country, I have no ambition higher than to get Schools approaching in excellence to those of Holland. And so this Country, fenced round by Dykes to prevent the Ocean from sweeping it away, is thriving, prosperous, and happy, while her old Mistress—Spain—is degraded and miserable, unable in all Europe, until lately, to find a King who would undertake to govern her ignorant people."

Pupils Entitled to the Essential Minimum of a Good English Education.

Our School Law wisely lays down the principle that every youth in the land is entitled, not only to a sound, practical Education in the three great essentials of English Education—Reading, Writing, and Arithmetic—but that he should receive instruction from competent persons in such other elementary subjects as the advanced intelligence of the present day prescribes as the essential minimum of Public School Education. Having laid down this principle, it provides ample means for giving it effect. As our recent School Legislation in this direction has been so often, and, I think, so unwisely and so unjustly criticized, I shall refer specially, but briefly, to it in the following observations:—

In discussing the question as to the extent to which a Course of Instruction for Primary Schools should go, two things, I think, will be regarded by all parties as essential:—1st. That the Course of Instruction proposed should not be beyond the reasonable capacity of the Pupils for which it is intended. 2nd. That it should be adapted, not only to the wants and circumstances of the Country, but also to individual groups or classes of Pupils—those intended, say, for Agricultural, Mercantile, or Mechanical pursuits. With less that what is included in this two-fold standard, no one, I think, would likely be satisfied. At all events, no one would be satisfied with it, but those who desire a special Course for their own children, and who, therefore, strongly object to any comprehensive Course not adapted to their own peculiar views. The claim, therefore, of the Parent to dictate in these matters has been regarded as inadmissible in every System of Public Instruction established in any Country.

The Course of Study Should not be Beyond the Capacity of the Pupils.

And, first, I may remark that the Course of Study proposed should not be beyond the reasonable capacity of the Pupils for whom it is intended.

In looking at the Course of Study for Public Schools, as prescribed, we find it is practically divided into two parts:—The first part is that through which a Boy must pass before he is eligible for promotion into the High School; and the second part is that designed for Pupils who do not intend to enter the High School, but finish their elementary education in the Public Schools. Of that part of the Course, therefore, designed specially for Public Schools, I may remark that it is divided nominally into four Classes, but practically into but three and a-half.

The subjects required to be taught to Pupils before their entrance into the High Schools, are:—

Object Lessons.
Reading.—To page 244 of the Fourth Book.
Spelling.—To the same page of the Fourth Book, and the Companion Spelling Book.
Writing.—To write neatly and legibly.

Arithmetic.—Arabic and Roman Notation to four periods; Single and Compound Rules; Least Common Multiple; Greatest Common Measure; Reduction of Fractions; and Mental Arithmetic.

Grammar.—Principal grammatical forms and definitions; analysis and parsing of simple sentences.

Georgraphy.—Definitions, Map notation and a knowledge of the Maps of the World, the Four Quarters, Ontario, and the Dominion.

Composition.—So far as to be able to write short narratives, or descriptions of objects, and familiar Letters.

Elements of Linear Drawing.—Outline of Maps, and common Objects on Paper.

History.—Elementary parts of Canadian and English History.

This, we see, is the whole Course required of Pupils before their entrance into the High Schools. A more simple Course of elementary study, elaborated as it is in the Limit Table, could not be devised, so as to possess any practical value at all; and no one will pretend to say that it is beyond the capacity of the Pupils for whom it is designed. I shall, therefore, not discuss it further, but simply glance at the remainder of the subjects prescribed for Pupils who complete their elementary education in the Public Schools. Even here we shall find that the Course of Instruction is practically narrowed down to a completion of the remainder of the subjects in the Fourth Class, and to the subjects in the Fifth Class—for the Sixth Class, with the exception of small additional work in a few subjects, involves practically nothing more than a simple review of the previous Course.

The Additional Subjects in the Course of Study for Public Schools.

As to the additional subjects which have been introduced into the Course of Study in the Public Schools, I may state that they are the elements of Mechanics, (including Drawing), Commercial instruction, the elements of practical Science, Agriculture and Natural History. It is only in regard to two, or three, of these additional subjects that any discussion has arisen.

This branch of our subject opens up a wide field of practical discussion, and, to my mind, involves the whole question of a complete and comprehensive System of Public Instruction. It also introduces the second essential point in our System of Public Instruction, (which I have above indicated), videlicet:—"That the Course of Study prescribed should be sufficiently comprehensive to be adapted, not only to the pursuits and occupations of the people, but also to individual groups or classes of Pupils."

Our Present System Sketched in 1846.—*We can Remain no longer in a State of Educational Probation and Tutelage.*

In laying the foundations of our present System of Education, in 1846, after extensive inquiry in Europe and America, I endeavoured to sketch a comprehensive Course of Study for our Public Schools. Additional experience has but confirmed my views on this subject. But I did no more in those early days than to provide for the teaching of the merest elements of a plain English Education. It was left to after days to fill up the outline, and to supply wants in our Educational System as they arose. That time, as I trust I shall briefly demonstrate, has fully come. After twenty-five years of educational infancy, it is high time that we should take a step, or two, in advance, if we do not desire to remain laggards in the great race of national progress and enlightenment.

Pressure on us to Advance.—We Cannot Remain Stationary.

Those who have occupied such a position as has enabled them to take an extensive outlook of the educational field here and elsewhere, have noticed, with deep interest, the

restless activity which is observable everywhere. Discoveries in Science by eminent men, and their practical application to the necessities of Commercial, Professional, and social life, have become so marked a feature of the present day, that they cease to be a wonder. Formerly such discoveries were regarded as the fond dream of the enthusiast; and every new application of Science to the practical arts was resisted by hundreds of interested opponents, who scorned the pretensions of the learned theorists, whose knowledge of the principles of their Science, or Art, was a wonderful mystery to them, as also the unenlightened Artizan.

Painful Results of our Present Limited Course of Instruction.

What is indicated is of common occurrence, even in our day; and, painful as is the admission, it is no less true, that thousands of lads and young men are leaving our Public Schools in the rural districts every year, who are practically ignorant of even the elementary principles of Science, which they find developed in the Industrial Appliances with which they are immediately brought into contact upon leaving School. Take one in twenty of these lads, and ask him to give you anything like a correct idea of the principles of the Threshing Machine, Fanning Mill, Reaper, any of the Mechanical Powers, Railway Locomotive, or the thousand and one adaptations of Science to industry which he daily sees, and he will frankly tell you he knows little, or nothing, about them, and that in many cases he never heard of them at School! Are we prepared to defend and perpetuate a state of things which produces such results, and be content to allow the Canadian youth of our day, with their ingenuity and varied intellect, to leave our Public Schools, (aptly called the "People's Colleges"), so unfit even to understand, much less to control and direct in the great Industrial enterprises and Mechanical inventions of the day? Every one who looks at the matter dispassionately will, I am sure, join with me in uttering an emphatic No; they will rather the more heartily join in every effort to enable our lads to take their place in the world's arena, fully equipped for the battle of life.

The Dominion, or National, Standpoint of View.

Let us look at this matter from another standpoint, as suggested by the Commissioners on Technical Education in my last Annual Report:—

"We are a young Country, placed in close proximity to a large and wonderfully progressive people. In the good providence of God, we are permitted to construct, on the broad and deep foundations of British liberty, the corner-stone of a new nationality, leaving to those who come after us to raise the stately edifice itself. Apart from the Christianity of our people, what more lasting bond and cement of society in that new nationality, than a free and comprehensive Christian education for the youth of the land, such as we have sought to establish? Our aim should, therefore, be to make that system commensurate with the wants of our people, in harmony with the progressive spirit of the times, and comprehensive enough to embrace the various branches of human knowledge which are now continually being called into requisition in the daily life of the Farmer, the Artizan, and the Man of Business. And yet no one who has attentively studied the educational progress which we have made during the last ten years, or, (as a recent Report printed by the Legislature remarks), no one who has carefully watched the development of the material resources and Manufacturing Industries of this Province, but must have been painfully struck with the fact that, while we have liberally provided for the other wants of our people, we have almost entirely neglected making any provision for training, and then turning to practical account that superior Scientific and Industrial skill among ourselves, which in other Countries contribute so largely and effectively to develop their physical and industrial resources. The remarkable and almost unconscious development among ourselves of the manufacturing interest of the Country has reached a magnitude and importance that it would

be suicidal to those interests, (in these days of keen competition with our American neighbours), and injurious to their proper development, not to provide without delay for the production among ourselves of a class of skilled Machinists, Manufacturers, Engineers, Chemists, and others. No one can visit any of the Industrial centres which have sprung up in different parts of the Country and in our larger Towns without being struck with their value and importance, and the number and variety of the skilled Labourers employed. Inquiry into the source of supply of this Industrial class reveals the fact, that, from the youngest Employés up to the Foreman of the works, they are almost entirely indebted to England, Ireland, Scotland, the United States, and other Countries for that supply. . . . .

"The marvellous revolution caused by the practical application of steam and telegraphy, (those golden links of Science), to locomotion, commeree, industry, and intercommunication, has so stimulated the inventive genius of man, that we now cease to be astonished at any new discovery, and only await each successive development of Science still more wonderful than the last, to calmly discuss its merits and advantages. royal road to learning; and our youth cannot, Minerva-like, spring fully armed into the arena of competitive science and skill. We must, therefore, provide liberally for the patient and practical instruction in every grade and department of knowledge, so that, with God's blessing, we shall not fall behind in the great race of national intelligence and progress.*"

Shallow Education a Grievous National Wrong—A Warning.

The Honourable Mr. Wickersham, State Superintendent of Pennsylvania, thus illustrates the great loss which the Country sustains by the mere "read, write, and cipher" system, which some advocate for Public Schools, especially in the absence of men of broad views and intelligent culture. He says:—

"Many of our people seem to think that if they have their children taught simply to read, write, and cipher, it is enough. Others add to these branches a smattering of Geography and Grammar, and call their children well educated. This superficial education is breeding among our people shallowness, rawness, conceit, instability, and a want of self-respect, honour, and dignity. It is lowering the tone of society, subjecting us to the rule of unprincipled Demagogues, filling high positions with incompetent men, and weakening public virtue. Every social interest and every Governmental concern in this Country is suffering for want of more men of broad views, ripe culture, and high sense of right. I heartily endorse the sentiment uttered by President Porter, of Yale College, in his recent inaugural Address, that—

"'The lessons on History, both the earlier and more recent, are distinct and vivid; that, in a Country like ours, wealthy, proud, and self-confident, there can be neither permanence, nor dignity, if the best knowledge and the highest culture do not influence its population and institutions.'"

II. THE NEW SUBJECTS OF MECHANICS, DRAWING, PRACTICAL SCIENCE, NATURAL HISTORY, AGRICULTURE, VOCAL MUSIC, AND COMMERCIAL INSTRUCTION DISCUSSED SEPARATELY.

1. I may remark that, with a view to meet the necessities of the case, (as indicated above), and as stated last year, "one great object of the new School Act was to make our Public Schools more directly and effectively subservient to the interests of Agriculture, Manufactures, and Mechanics."

2. In my first Special Report on "A System of Public Elementary Education for Upper Canada," printed by the Legislature in 1846, I stated the institutions necessary

*Report of Inquiry in regard to Schools of Technical Science. By Doctors Hodgins and Machattie. Page 19.

for these purposes; and in the concluding remarks of two recent Annual Reports, I have expressed strong convictions on the subject.

When we consider the network of Railroads which are intersecting, as well as extending from one end to the other of our Country, the various important Manufactures which are springing up in our Cities, Towns and Villages, and the Mines which are beginning to be worked, and which admit of indefinite development, provision should undoubtedly be made for educating our own Mechanical and Civil Engineers, and chief workers in Mechanics and Mines; but I here speak of the more elementary part of the work of practical education, which should be given in the ordinary Public Schools.

I. Preliminary Suggestions in Regard to the Amount of and the Way in which Instructions in these Subjects should be given in the Schools.

1. The Superintendent of the State of Maine, in his last Report, asks and answers the following questions in regard to a Course of Study for our Public Schools:—

"What, (he asks), shall be taught in our Common Schools?—*Answer.* Those things necessary to our children as men and women. When shall the several branches be taught?—*Answer.* As fast as their faculties of sensation, perception, and reasoning develop. How shall they be taught?—*Answer.* In the order of development of the child's faculties, and with all the allurements possible to the inventive powers of the adult mind."

2. Doctor Lyon Playfair also answers the latter question in the following forcible language:—

"The Pupil must be brought in face of the facts through experiment and demonstration. He should pull the Plant to pieces, and see how it is constructed. He must vex the Electric Cylinder until it yields him its sparks. He must apply with his own hand the Magnet to the Needle. He must see Water broken up into its constituent parts, and witness the violence with which its elements unite. Unless he is brought into actual contact with the facts, and taught to observe and bring them into relation with the Science evolved from them, it were better that instruction in Science should be left alone. For one of the first lessons he must learn from Science, is not to trust in authority, but to demand proof for each asseveration. All this is true education, for it draws out faculties of observation, connects observed facts with the conceptions deduced from them in the course of ages, gives discipline and courage to thought, and teaches a knowledge of Scientific method which will serve a lifetime. Nor can such an education be begun too early. The whole yearnings of a child are for the Natural Phenomena around him, until they are smothered by the ignorance of the Parent. He is a young Linnæus roaming over the Fields in search of Flowers. He is a young Conchologist, or Mineralogist gathering Shells, or Pebbles on the Sea Shore. He is an Ornithologist, and goes Bird-nesting; and Ichyologist, and catches Fish. Glorious education in Nature all this, if the Teacher knew how to direct and utilize it. The present system is truly ignoble, for it sends the workingman into the world in gross ignorance of everything he has to do in it. The utilitarian system is noble, in so far as it treats him as an intelligent being who ought to understand the nature of his occupation, and the principles involved in it. If you bring up a Ploughman in utter ignorance of everything relating to the food of Plants, of every Mechanical principle of Farm Implements, of the Weather to which he is exposed, of the Sun that shines upon him, and makes the Plants to grow, of the rain which, while it drenches him, refreshes the Crops around, is that ignorance conducive to his functions as an intelligent being? All Nations which have in recent years revised their Educational Systems, have provided a class of Secondary Schools for the Industrial Classes, especially devoted to teach them the principles of Science and Art relating to their Industries. Holland compels every Town of 10,000 inhabitants to erect such Schools."

3. The Superintendent of the State of Kansas makes the following highly suggestive remarks on this subject:—

"A practical education is by far the best. Close observation in every-day life leads to this. Inquiry and observation are encouraged by visiting with the Pupils the Telegraph Office, the Printing Office, the Book-bindery, Mills and Factories of all kinds, the Foundry and Machine Shops. Attention should be called to the points of interest, and the working of the Machinery fully explained, together with the practical utility and importance of each particular avocation, their mutual dependence upon each other, and their general influence upon Society. Such visits give the Pupil a much better idea of the manner in which the various departments of business are conducted, and of the operation of the Machinery, than all the apparatus that can be found."

II. Reform in the Mode of Teaching in the Public Schools, 1871.

A recent Writer, (Professor Allen, of Pennsylvania), in an Essay on "Reform in Primary Teaching," points out in graphic language the defects in the mode of dealing with "children in the School Room." He summarizes a few practical suggestions on the subject as follows. His "new departure" consists:—

"1. In dividing School life into two periods, known respectively as the how, or fact, period, and the why, or philosophical. Instruction during the first period consists in giving processes, familiarizing Tables, acquiring rapidity and accuracy in performing, and should be wholly, or nearly so, conversational.

"2. As all studies in the School Room may be classed under the three heads of Language, Mathematics and Natural Science, and, as the elements of all Physical and Natural Science should be taught to the youngest child that enters the School, every child should have daily one lesson in Language, one in Mathematics, and one in Science.

"3. Instruction should first be given in how to properly use the senses, that they may convey to the mind accurate knowledge, properly certified to or tested. Very much attention should be given to securing greater accuracy of the perspective faculties.

"This embraces three studies, all that any Pupil at any time of life ought to pursue. In connection with this, Drawing, Writing, and Music come in, not as studies, but as changes, which is, in the true sense of the word, rest.

"4. The spoken, instead of the written, word should first be taught. No attention, or time, should be given during this first period to teach the letters, or figures. Words should be printed, or written, (better the latter), simply as forms, or as pictures are made. These may be taken from Wall Cards, or from lessons put upon the Board by the Teacher. As spelling would not be used did we not write, and as we use it properly only in Writing, Spelling should not be taught until Writing is learned, and oral Spelling should never be used as a process for teaching Spelling.

"As words should be taught before Letters, the time will not be long before the Letters and figures will be known by the Pupils, and you will have been saved a vast amount of vexatious, tedious, and patience-trying work, and the Pupil will have been saved that rough, stony and thorny path over which the most of us have trodden in sorrow. They will have picked up these little waifs, or integral parts, of language the natural way.

"If we deserve to teach language efficiently and correctly, we must bear in mind that habits of speech are caught much more easily and readily than taught.

"5. Physical Science should be taught by bringing the subjects and things of which they treat as far as possible into the presence of the child. Let his eyes see and his hands feel the subjects and things presented. In doing this, every School Room becomes a miniature Museum. I should like to exhibit such an one as I now have in mind, collected entirely by the children of the School. In thus studying these subjects, the

child is brought in direct contact with the material with which he daily meets and has to do with in after life. His vocabularly is increased, as well as his knowledge of the meaning and spelling of words. All his exercises should be written.

"6. No Primary School ought to be open for a longer period each day than four hours, and the rooms should be so arranged and such fixtures furnished as will allow the Pupil to be standing, or sitting as he may desire. Children thus situated, it is found, seldom sit. This is Nature's plan.

"7. None but experienced Teachers, and those of much learning and culture, ought ever to be placed in Primary Schools. Consequently, the primary Teacher ought to have a higher Salary than in any other grade."

The Superintendent of the State of Maine, in an instructive paragraph of his last Report, thus gives the result of his own experience on the best mode of "keeping children employed in School." He says:—

"During the last Winter, I endeavoured, by visiting the Schools, and by public Lectures, to solve the question, How shall young children be kept busy in their Studies so as to render them interested and profited by them? While visiting the Schools, I noticed that from one-half to two-thirds of the children were idle a large portion of the time. To remedy this state of things, and feeling that the time of these children is as valuable as it ever will be, I devised a Course of Exercises by which the children could be employed, while the Teacher might be engaged in other duties. I, therefore, introduced Script-hand Writing on the Blackboard and on their Slates. Contrary to the generally received opinion, young children will learn Script-hand more easily than the printed forms of the Letters. Little children delight in imitating the older ones, and whenever I presented the subject to the young children, they bounded to the work with the most intense pleasure. Many Teachers have pursued the course with most interesting results. It places a new power in the hands of both Teacher and Pupil, and gives the children something to do. My cardinal motto in this, as in other work, has been, that children love to do things when they know how to do them.

"Other exercises in Arithmetic, Spelling, Drawing, and Geography, were introduced so that, under skilful management, a large proportion of the time could be employed, not as a compulsory exercise, but one in which the children delighted to engage. I deem these as vital points in advancing the condition of our Schools; and I notice that, in proportion as Teachers have taken hold of these matters, have their services been in demand and higher wages obtained."

III. Shorter School Hours, and not Shorter Programme, 1871.

The suggestion as to a School-teaching day of only four hours has many able advocates. The State Superintendent of Kansas has collected their opinions on the subject, and thus introduces them:—

"Now, if it be true, that the voluntary attention of children under ten years of age cannot be retained, without detriment, longer than fifteen or twenty minutes at one time, on any given subject, and we believe it is, not only from our own experience, but from the observations of distinguished Educators, both in this Country and in Europe, then, the hours of study in our Schools should be shortened.

"A law reducing a School-day to four hours, instead of six, as at present, would be a great blessing, not only to the children in School, but to the cause of Education in general. A session of two hours in the forenoon, and two in the afternoon, with a recess of fifteen minutes in the middle of each for all the Pupils in the School, and a recess of ten minutes in the middle of each sub-division for all the children under ten years of age, would make a judicious sub-division for study and relaxation under the four-hour system. It is sincerely believed that with the diminished time in School, and recesses

as indicated, the Pupils will learn more in a given time, and retain what they do learn, better than they possibly can with longer sessions. Then why protract the School Sessions till every child is completely worn out, and disgusted with everything that pertains to Books, School, and Education, when his whole nature revolts at the very thought of this unwise course of action? The surroundings and appliances of the School Room, the comfort and conveniences of the Furniture, and the time for study and relaxation, in short, everything should be conducive in the highest degree to calm, quiet study."

Mr. E. Chadwick, C.B., of England, has written a very remarkable pamphlet, containing a statement of facts that ought to command the attention of the civilized world. It was published pursuant to an Address to the House of Lords. He says:—

"Struck by the great disproportion between the powers of childish attention and the length of School hours, he had directed questions to many distinguished Teachers on the subject. For instance:—

"Mr. Donaldson, Head Master of the Trinity College, at Glasgow, states that the limits of voluntary and intelligent attention are with children of from five to seven years of age about fifteen minutes; from seven to ten years of age, about twenty minutes; from ten to twelve years of age, about fifty-five minutes; from twelve to sixteen or eighteen years of age, about eighty minutes, and continues:—I have repeatedly obtained a bright voluntary attention from each of those classes five or ten or fifteen minutes more, but I observed it was at the expense of the succeeding lesson."

The Reverend J. A. Morrison, Rector of the same College, speaking on the same subject, says:—

"I will undertake to teach one hundred children in three hours a day, as much as they can possibly receive; and I hold it to be an axiom in education, that no lesson has been given, till it has been received; as soon, therefore, as the receiving power of the children is exhausted, anything given is useless, nay injurious, inasmuch as you thereby weaken, instead of strengthen, the receiving power. This ought to be a first principle in Education. I think it is seldom acted on."

In Denmark, children may attend School one part of the day, and work the other part. A School House in Copenhagen is furnished for a thousand children; one Session is held in the morning, a thousand attending; in the afternoon, a second thousand attend, both Schools being under the same general management. This system secures a happy union of bodily and mental exercise. It is profitable, whether considered in an intellectual, moral, or pecuniary, point of view, and is based on sound principles. Experience proves that a few hours of mental labour is better for the educational progress of the Student, than of a whole day of forced application to Books, as was the custom in early times.

IV. Results of the Short Hours System.—Example, 1871.

The Report of the Schools in Boston furnishes the following illustrative example of the short hours system:—

"There is one peculiarity in the management of the Woburn High School, which, for several reasons, is worthy of special consideration. The 'half-day system,' which has been in operation there for several years, requires the attendance of the Pupil but one-half of each day, provided he has faithfully performed his duties. It is thought that this system has a good influence upon the character of the Pupil, as it increases his self-reliance, and cultivates a feeling of responsibility; upon his health, also, as during the time in which he is preparing his lessons, he escapes the necessary restraint of the School Room and its vitiated Atmosphere; and upon his mind, as undisturbed by the distracting influences that are unavoidable in a large School, he can accomplish much

more in the same time, and with much more satisfaction. It is an economical arrangement, also. Says the Superintendent:—'The present High School House was intended to accommodate ninety Pupils. With this system, it will accommodate just twice that number.' (One half attending in the morning, and the other half in the afternoon.) 'Hence, it is to-day, saving an expenditure of from Twenty to Thirty thousand dollars in the erection of a new High School Building.'

"The results of this system are so entirely satisfactory to all parties interested, and its advantages so obvious, that I would commend it for adoption in those Towns whose citizens are not prepared to incur the expense of erecting new High School Buildings, or of enlarging existing ones, to accommodate the increasing number of Pupils prepared to enter upon the High School Course of Study."

V. Written Examinations as an Educational Help, 1871.

In the opinion of most Educators, the system of written Examinations is found to be a most valuable help in the process of Education. The State Superintendent of Minnesota thus writes, and his opinions are endorsed by the Teachers of his State in the Resolution below. He says:—

"There is no exercise in which Pupils can engage that will be a source of more profit to them, or of greater satisfaction to Teachers and Parents, than this work. Nothing would be of more lasting benefit to all classes in our High and graded Schools than to have daily Drills in expressing their ideas on Paper, taking for a subject some of their regular lessons. By this means, lasting benefit will accrue to the Pupil by enabling him to express his ideas clearly and readily. The Teacher, in correcting the work, should do it, not only in respect to the Pupils' knowledge of the subject, but also in relation to the knowledge exhibited in the use of Capital Letters, Punctuation, Penmanship, Spelling, neatness of paper, and style of expression. This matter of written Examinations was discussed in the last Convention of County Superintendents to urge upon Teachers of all grades its great importance. No one will, I think, over-estimate the importance of this work, who knows how much difficulty the Pupils in our best Schools, find in expressing their ideas on paper, even when writing on a subject with which they are best acquainted. Any one who can do well in a written Examination, can do well in an oral one. But often, those who recite well, orally, show very many errors as soon as they answer questions on paper.

"*Resolved*—That we heartily approve and recommend the practice of frequent written and oral Examinations in our Public Schools, and that we deem it essential to the best interests of all our Schools that such Examinations be had at least as often as once a month."

VI. Object Teaching as an Introduction to Practical Science in the Schools, 1871.

As "Object Teaching" is a most valuable mode of introducing the study of practical Science into the Schools, I think it well briefly to state the principles on which it is based, and to notice an interesting fact relating to our Depository in connection with its adoption in the neighbouring State of New York, taken from the Report of the State of Iowa. The Report says:—

"In the History of Education, no era is more distinguished than that which Pestalozzi introduced. This great Philanthropist and Educator originated the most signal reform in the training of young minds—the most radical, far-reaching, and philosophical that has ever been undertaken by man. Like all noted characters, who stand for the ruling ideas of the age in which they live, he "builded wiser than he knew." He started on the assumption that all methods of Education to be normal, should be natural, and immediately put his own hand to the work of revolutionizing

the Systems of Instruction he found around him. This idea he would make supreme. The child is pre-eminently a creature of sense; it lives in the objects around it, and, therefore, those objects, and not dry abstract names and propositions, should be the material of its study.

"Things and not Words, that was the motto. Give the child what it can see, and hear, and feel; and from the known properties of such objects, it will ascend by the common route of all true discovery to other attributes which are yet to be known. Pestalozzi plied his Contemporaries with the question, how, in the first instance, is the area of human knowledge extended in any line of research whatever. Since the days of Bacon, men were asking Nature questions, and she never had failed to respond eventually to their inquiries. And now the theory was, that the children, under the direction of a competent Teacher, should make their own discoveries in the same way.

"The idea took entire possession of Pestalozzi, and henceforth his whole life was given up to the work of drawing out and elaborating his scheme. It is a significant fact that his own efforts towards realizing his plan were for the most part a series of diversified experiments with the most disheartening and unsatisfying results. Failure followed upon failure, and yet his enthusiasm and depth of conviction, only gathered fire and intensity from each successive disappointment. He organized Schools and wrote Books; indeed, he sacrificed all he had and his life in the great reform.

"It will suffice to say that the system he inaugurated spread itself rapidly throughout the European States, and extended itself into our own Country. It practically gave Prussia its peerless system of Public Schools, which has been the pole-star of Educationists in all other parts of the civilized world. Whatever of superiority that System has, it was directly to the infusion of Pestalozzianism in it and the new moral impulse, which the whole work of Popular Instruction received through that movement. Commending itself to the great minds of all Countries, it was transplanted, almost within the life-time of its founder, to Prussia, Germany, Sardinia, Greece, Denmark, England, and many of the Colonies of Great Britain, and through the munificence of William MacClure, and the labours of James Keef, a disciple of Pestalozzi, it gained a foothold in 1809 on American soil, through a systematic, although somewhat inauspicious, effort in the City of Philadelphia."

The Report thus speaks of the introduction of "Object Teaching" into New York from the Educational Depository of Ontario:—

"The system was introduced and modified in adaptation to the Anglo-Saxon mind and character in the best Schools of Canada, and the celebrated Normal and Model Schools of Toronto. These Schools were visited by Professor E. A. Sheldon, of Oswego, New York, who incidentally found in the Depository there the Books published by the "Home and Colonial Society" on elementary instruction; these he brought home with him, together with Pictures, and other Apparatus used in illustrating the Lessons, and such practical hints in Organization and Method as those promising Schools afforded.* There soon sprung up in Oswego, under the enterprising and persistent labours of this indefatigable Educator, an Institution, which, until the present time, has maintained the character of being the great centre of Objective Teaching in the United States. Thence, in all directions, in Schools of all sorts, Normal Schools, Schools of Applied Science, Institutes, Teachers' Associations, Academies, Colleges, indeed everywhere, the system has taken more, or less, root. In the Public Schools especially the whole System of Primary Instruction has been revolutionized by the introduction of these methods, and the higher departments of our graded School System have felt the same re-fashioning influence to an extent scarcely less perceptible."

*Incidentally this is a practical tribute to the value and usefulness of our Educational Depository.

VII. NECESSITY FOR TEACHING PRACTICAL SCIENCE IN THE SCHOOLS.—EXAMPLES, 1871.

I have already referred to the necessity, founded upon our own experience and deficiencies, for introducing the new subjects of Study into our Public Schools. I have shown that the springing up and growth of various kinds of Manufactures and Industries among us have compelled the Department to suggest means—even at a later period in our educational history than it should have been done—by which we should be able to produce skilled Artizans among ourselves. Judged by the experience and example of other educating States and Countries, our Legislature—although a little behind time—has wisely provided and required that the elements of the Natural Sciences shall be taught in our Public Schools. I shall now give a few of those illustrative examples, in order to show that other Countries, whose Educational System can boast of no higher degree of efficiency than ours, whose Industrial necessities are no greater, and the intelligence of whose people is not beyond that of ours, have even gone further in this direction than we have thought of doing.

Example of the State of Illinois.

In the much younger State of Illinois—whose wilds were even first explored by white men from Canada—the Legislature has by enactment declared that:—

"No Teacher shall be authorized to teach a Common School who is not qualified to teach the Elements * of the Natural Sciences, Physiology, and the Laws of Health, in addition to the branches previously required."

The Superintendent of Public Instruction in that State, (The Honourable N. Bateman), in his Official Circular to County Inspectors, of May last, thus defines, with great judgment and propriety, the limits to which these subjects shall be taught in the Schools. He says:—

"The 8th Section of the Act provides that, 'the State Superintendent of Public Instruction shall make such Rules and Regulations as may be necessary and expedient to carry into efficient and uniform effect the provisions of this Act.' The duty, therefore, of so construing the provision in respect to the Natural Sciences as to give it practical effect, devolves upon the State Superintendent, and he must perform it as best he may; and the conclusions reached by him, in the premises, must govern and be observed by all concerned throughout the State, to the end that 'efficient and uniform effect' may be given to the provisions in question.

"*Botany.*—In seeking a proper solution to this enquiry, as to which of the many departments and branches of Study included in the general term 'Natural Sciences' shall be designated and prescribed, I have given prominence to the observed facts and tendencies of the childish nature, and tried to find and follow the path thereby indicated; considering it safe and logical to have Teachers begin their preparation with those departments of Science towards which children manifest the earliest and most spontaneous inclination. Passing Physiology and Hygiene, concerning which there is no option, is not the Love of Flowers an almost instinctive and universal sentiment of childhood? Who can describe the irrepressible delight of the little ones, wandering among the Violets and Roses over the soft verdure of the Lawn and Meadow, or beneath the leafy draperies of the bright green Woods? What would be thought of a child, sound in body and mind, who should not love these things? If this be a postulate of the youthful nature everywhere, does it not point unmistakably to Botany, as one of the first, if not the very first, of the Natural Sciences towards which the inquisitive, beauty-

*The State Superintendent thus defines the meaning of the term *Elements*, He says: "The 'Elements' of a Science are its fundamental principles, its rudiments, its primary rules, laws and facts; the simplest and most essential things involved in a knowledge of it."

loving and knowledge-craving spirit of the child should be intelligently directed? I think it does.

"*Natural History.*—And where does the law of 'natural selection' next lead the little children,—where do they love best to turn for enjoyment and curious scrutiny when weary of their treasures of Plants and Flowers?—where, but to 'Pussy' and 'Towser'; to 'Pony' and 'Brindle'; to the soft-eyed Calves and frisking Lambs; to the matronly Hens, with their noisy broods; and the gay-plumaged Birds, hopping and twittering in Bush and Tree? Are we not still in the plain, beaten path of a universal truth,—a common experience? Do children tire of watching those wonderful Creatures, noting their motions, habits and ways? This, then, is another postulate of the youthful nature which it cannot be unwise to seize upon and turn to account, and it points to Zoology.

"*Mechanics.*—Next to these two forms of life, as seen in the growth of Plants and Animals, the predilections of children are not so spontaneous and uniform. But the thread of observation will still guide us to one more selection. When tired, for the time, of its plants and Flowers, and of its living Pets, the average child will turn to its Toys,—examine their parts and structure, ask how they are made, their uses and materials, meantime testing their strength and endurance in numerous unthought-of ways,—taking them to pieces, or breaking them in pieces, to see what is inside, and to try their powers of reconstruction. The little experimenter goes on from on Mechanical device to another, until his strength and skill are exhausted and baffled, or rewarded with success. Long before he has even heard the names of the Six Machines of Science, he is familiar with the practical operation of nearly all of them, and ready for further instruction. The blandishments of Music, the wonder-working powers of Light and Heat, and the red bolts leaping from the dark bosom of the Storm Cloud, have all been observed with awe, or delight, while yet the words Acoustics, Optics, Caloric and Electricity were to him without sense, or meaning. The branch of Physics that shall satisfy him with its grand revelations upon all these subjects is Natural Philosophy."

Example of the State of Wisconsin.

In the equally young State of Wisconsin, the Law also provides that:—

"The State Superintendent of Public Instruction shall, before each Examination held under the provisions of this Act, appoint three competent Persons, resident of this State, who shall constitute a State Board of Examiners, and who shall, under the Rules and Regulations to be prescribed by the said Superintendent, thoroughly examine all Persons desiring State Certificates in the branches of Study in which applicants are now required to be examined by County Superintendents for a First-grade Certificate, and in such other branches as the State Superintendent may prescribe.

"The branches of Study in Natural Science, etcetera, to which the Act refers, and in which applicants are now required to be examined, are:—

"The elementary principles of Natural Philosophy, Physiology, Botany, Zoology, Chemistry, Geology, Political Economy and Mental Philosophy."

VIII. Importance of Teaching Elementary Science in the Public Schools, 1871.

1. Doctor Lyon Playfair, in an Address before the Social Science Congress in England, thus deplores the absence of provision for teaching Elementary Science in the Schools:—

"The educational principle of Continental Nations is to link on Primary Schools to Secondary Improvement Schools. The links are always composed of higher subjects, the three R's being in all cases the basis of instruction; elementary Science, and even some of its applications, is uniformly encouraged and generally enforced. But as we

have no Schools corresponding to the Secondary Improvement Schools for the working classes, we suppose we can do without, used as links. No armour plate of knowledge is given to our future Artisan, but a mere veneer of the three R's, so thin as to rub off completely in three, or four, years of the wear and tear of life."

2. In regard to the study of Natural Science in the Schools, the Royal Commissioners appointed to enquire into Systems of Schools say:—

"We think it established that the Study of Natural Science develops better than any other Studies the observing faculties, disciplines the intellect by teaching induction as well as deduction, supplies a useful balance to the Studies of Language and Mathematics, and provides much instruction of great value for the occupations of after-life."

IX. The Study of Natural History in the Schools, 1871.

1. On the interest which can be excited in children in the study of Natural History, I can add little to the suggestive remarks of the Superintendent of the State of Illinois. But in further illustration of the subject, I would add a few words by Professor Agassiz, formerly a distinguished Teacher in Switzerland, latterly a more distinguished Professor in the United States. In an Address at an educational meeting in Boston, "On the desirability of introducing the study of Natural History into our Schools, and of using that instruction as a means of developing the faculties of children, and leading them to a knowledge of the Creator," Professor Agassiz observes:—

"I wish to awaken a conviction that the knoweldge of Nature in our day lies at the very foundation of the prosperity of States; that the study of the Phenomena of Nature is one of the most efficient means for the development of the human faculties, and that, on these grounds, it is highly important that this branch of Education should be introduced into our Schools as soon as possible. To satisfy you how important the Study of Nature is to the community at large, I need only allude to the manner in which, in modern times, men have learned to control the forces of nature, and to work out the material which our earth produces."

2. Thomas Carlyle wrote:—

"For many years it has been one of my constant regrets, that no School Master of mine had a knowledge of Natural History, so far, at least, as to have taught the little winged and wingless neighbours that are continually meeting me with a salutation which I cannot answer, as things are. Why didn't someone teach me the Constellations too, and make me at home in the Starry Heavens which are always overhead, and which I don't half know to this day? But there will come a day when, in all Scottish Towns and Vilages, the School Masters will be strictly required to possess such capabilities."

3. The Superintendent of Public Instruction in the State of Kansas, thus points out a practical and suggestive way of interesting children in the study of Natural History. He says:—

"Excursions to the Fields and Woods, to the Hill sides and deep Valleys, afford an excellent opportunity for observing and studying Nature in her various departments. The Pupils should be encouraged to collect and preserve specimens of the different varieties of Plants. Every variety of Mineral, from the most common Clay to the Gem, specimens of Rocks and Mineralized animal and vegetable Remains. They will soon learn that an abundance of Shells, in a Fossil, or petrified state, are found in Limestone; of Vegetables in Sandstone, Slate, Clay, etcetera; and numerous Bones, and even whole Skeletons of Quadrupeds, Birds, Amphibious Animals, Fishes and also Insects, occur in Rocks of various descriptions.

"The formation of Cabinets, Herbaria and Aquaria, should be encouraged in every School. An Aquarium in a School Room is a source of never-ending interest. It opens a new department in Nature hitherto but little studied. Nature always rewards her closest students with the most signal success. The most important discoveries have been made by men whose early lives were spent in a close observance of Nature. In this extensive range of subjects the Teacher will easily discover the peculiar taste and aptitude of his Pupils. Let them be encouraged in that department in which the God of Nature has designed them to work. It is solemnly believed that ninety-nine hundredths of all the difficulties incident to the Home circle and the School Room arise from the persistent efforts of Parents and Teachers to force children to disregard Natures teaching. It is not the province of the Educator to make mind, nor to prevent, or distort it, but to lead it out, to develop it by timely assistance. Independent individual thought, study and exertion develop that originality of mind which boldly leaves the old beaten paths of Science and fearlessly strikes out into new and unexplored fields, to reap the rich rewards in store. Mental impressions in early life are hard to obliterate. How important, then, that the susceptible mind be thoroughly imbued with the love of order, right and justice; with respect for equity, good government and rightful authority."

X. Drawing: Its Importance and Value in our Schools, 1871.

1. So important and necessary was Drawing, (which is now prescribed in our Schools), felt to be, as a branch of learning, that in 1870, the Legislature of Massachusetts passed the following Law on the subject:—

"The General Statutes are hereby amended so as to include Drawing among the branches of learning which are by said Section required to be taught in the Public Schools.

"Any City or Town may, and every City and Town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in Industrial, or Mechanical, Drawing, to persons over fifteen years of age, either in day, or evening Schools, under the direction of the School Committee.

2. On the operation of this enactment, the Board of Education for the State of Massachusetts remarks:—

"A special Agent, (Mr. W. Smith, Art Master of Leeds, England), was appointed by the Board in July, 1871, as Director of Art Education, and is now engaged in the work of aiding in the carrying out the requirements of the Law of 1870, relating to the teaching of Drawing in the Public Schools. . . . His labours thus far, have met with gratifying success. . . . It is now admitted by all who have examined the subject, that everyone who can learn to write can learn to draw, and that Drawing is simpler in its elements and can be more easily acquired than Writing. Special Instructors are no more required for Drawing than for Writing and Arithmetic. Teachers must learn and teach elementary Drawing as they learn to teach other branches. It has been found abroad that Teachers can acquire a sufficient knowledge of Drawing without any great sacrifice of time or patience."

The Honourable Henry Barnard, so well known as a leading Educationist, in the United States, thus speaks of the ease in which children can be instructed in Drawing:—

"Drawing should be taught in every grade of our Public Schools. The first instinct, or inclination, of the child is to handle the pencil, and 'draw something.' The sparks of what may be 'that sacred fire,' should not be smothered, but fanned into a flame. Drawing is the Alphabet, or rather the language of Art; and when this is understood, the child is the possible Sculptor, Painter, or Architect. Instruction in these elements

of Art, corrects the taste and gives the hand skill; it gives the trained, artistic eye which detects the incongruous, the ungraceful, and the ill-proportioned, and which, on the other hand, the graceful, harmonious, and symmetrical, never escape.

"The instructed eye derives the same intense delight from the pleasures of sight as the instructed ear from the harmonies of sound. The introduction of this branch of Study into our Public Schools will do more than anything else to popularize Art, and give the whole people a taste for Art in its nobler as well as simpler forms."

4. The Board of Education in Lowell, Massachusetts, (a well-known manufacturing Town), thus summarizes the value and importance of Drawing in the Schools :—

"The importance of Drawing, as a branch of Public Instruction, has been recognized in the Manufacturing Countries of Europe for a long time; which fact has given them great advantage in the Manual Arts. Sixty years ago, the great Napoleon caused Drawing to be made a prominent Study in the Schools of France; the success of the Artisans of that Country in decorative and ornamental productions is one of the results, bringing immense wealth to its shores from other lands, our own paying no small part.

"In Germany the teaching of Drawing has been universal for generations. A Teacher who could not draw and teach Drawing, would no sooner be employed in one of her Schools than one who had not learned to read and write. This training shows itself in the superior skill and accuracy of the German Soldier, and it adds vastly to the value of the German Mechanics, enabling them, in some parts of our Country, to get from fifty cents to a dollar a day more than Workmen of equal merit in other respects.

"At the World's Exhibition, in London, in 1851, with respect to Manufactures requiring artistic skill, England stood lowest but one among the Countries represented, and the United States stood lowest of all. The Educators of England, aided by the Manufacturers, immediately caused Drawing and Artistic Schools to be established in all the large towns of the Kingdom, for the training of her Workmen and Workwomen. The result was that, at the Paris Exhibition, sixteen years later England advanced from next to the foot to the first place on the list. Is mortification any adequate name for the feeling with which we learn that the United States continued complacently at the foot ?

"A change has commenced, the Educators of the Country having been aroused in all directions. Cincinnati employs six public drawing Teachers, at an expense of $5,700. New York, San Francisco, Philadelphia, Brooklyn and Chicago have made this branch a part of their School Instruction in all grades, and now our old Commonwealth has introduced it by Law into all her five thousand Public Schools.

"We may expect results at least equal to those reached in England, and may have a reasonable hope that sixteen years hence we shall have disappeared from our accustomed place at the foot of the list. We speak of Drawing only as applied to training the hand and eye for industrial purposes, for that is, we think, its valuable feature as a branch of Public Education.

"Drawing is the written language of the eye, even as words are the written language of the brain. It is especially the language of Mechanic Art. Constant difficulty is experienced for want of Workmen who can even read this language,—that is, who can work from a Drawing, or Plan, without constant explanations, which machinists say is the cause of no small loss in dollars and cents to both Employers and Employed, and consequently to the community at large. It is, therefore, from this point of view that Public Educators are at present called to regard the subject, leaving the higher walks of Art to be considered in future years."

5. The English Commissioners in their Report thus summarize the opinions of those gentlemen examined by them in regard to the subject of drawing. They say :—

"Mr. Stanton remarks that 'whether we regard it as a means of refinement, or as an education for the eye, teaching it to appreciate form, or as strengthening habits of accurate observation, or again as of direct utility for many professions and trades, it

is equally admirable.' Doctor Hodgson stated it as his opinion that 'Drawing should be taught to every child as soon as he went to School, and added that it was already taught to all the Boys, (nearly 1,000), in the Liverpool Institute.' From Mr. Samuelson's Letter to the Vice-President of the Committee of Council on Education, Drawing appears to be always regarded as a most important subject of instruction in the Technical Schools on the Continent of Europe; and the bearing of this on the excellence ascribed to the foreign Artisans and Superintendents of labour cannot be mistaken."

6. Honourable Joseph White, Secretary of the Board of Education of Massachusetts, commending the efforts made in the State to introduce Drawing, very emphatically observes :—

"Let these Schools be opened in all our Manufacturing Towns, and we may expect to find,—

"I. A great improvement in respect to the taste and skill exhibited in the various products of industry.

"II. A rapid multiplication of valuable labour-saving machines.

"III. And, better than all, an increase of the numbers and a manifest advance in the intellectual and moral condition and character of the Artisans themselves. In proportion as the intellect asserts its sway over mere force, as the cultivated brain controls the hand, labour ceases to be a drudgery, and becomes a pleasure and delight; it is no longer a badge of servility, but an instrument of power.

"These recommendations, (says General Eaton, United States Commissioner of Education), are worthy of being repeated throughout the Country for the benefit of every Manufacturing Town. Indeed the efforts for the training of Mechanical Skill are so rapidly spreading in all civilized lands that only by a corresponding attention to these elements of instruction can our Manufacturers hope to compete with those in other quarters of the Globe."

7. Honourable B. G. Northrop, Secretary of the Board of Education in Connecticut, says :—

"In Central Europe, Technical Education is provided for; almost every Trade has its School, and they contribute largely to the thrift of Germany and Switzerland. The universality of instruction in Drawing is a marked feature; and I urge upon all Superintendents and those in authority to have Drawing introduced alongside of Geography and Arithmetic."

8. In his valuable work, "In the School Room," Professor John S. Hart thus illustrates, by a striking example, the importance of Drawing in our Public Schools :—

"When it comes to skilled labour between the educated and the ignorant an intelligent Mechanic is worth twice as much as one ignorant, or stupid. Here is a case in point :—

"Many years ago a very instructive fact on this point came under my own personal observation. A gentleman of my acquaintance had frequent need of the aid of a Carpenter. The work to be done was not regular carpentry, but various odd jobs, alterations and adaptations to suit special wants, and no little time and materials were wasted in the perpetual misconceptions and mistakes of the successive Workmen employed. At length a Workman was sent, who was a German, from the Kingdom of Prussia. After listening attentively to the orders given, and doing what he could to understand what his Employer wanted, Michael would whip out his pencil, and in two or three minutes, with a few lines, would present a sketch of the article, so clear that any one could recognize it at a glance. It could be seen at once, also, whether the intention of his Employer had been rightly conceived, and whether it was practicable. The consequence was that so long as Michael was employed there was no more waste

of materials and time, to say nothing of the vexation of continued failures. Michael was not really more skilful as a Carpenter than the many others who had preceded him; but his knowledge of Drawing, gained in the Common School in his native Country, made his services worth from fifty cents to a dollar a day more than those of any other Workman in the Shop, and he actually received two dollars a day when others in the same shop were receiving only a dollar and a quarter. He was always in demand, and he always received extra wages, and his work, even at that rate, was considered cheap.

"What was true of Michael in Carpentry would be true in any other department of Mechanical industry. In Cabinet-making, in Shoe-making, in Tailoring, in Masonry, in Upholstery, in the various contrivances of Tin and Sheet-iron with which our houses are made comfortable, in Gas-fitting and Plumbing, in the thousand and one necessities of the Farm, the Garden and the Kitchen, a Workman who is ready and expert with his Pencil, who has learned to put his own ideas, or those of another, rapidly on Paper, is worth fifty per cent. more than his fellows who have not this skill."

XI. Technical Education: Its Purpose and Object, 1871.

The subject of Technical Education is thus defined by the Board of Education in the State of Massachusetts:—

"Technical Education is instruction in the peculiar knowledge or special skill required in any business, or occupation—the training which will render the talents of the citizens most useful to the State in that particular Craft, Trade, or Profession, in which he, or she, is engaged, whether as Mechanic, Farmer, Sailor, Engineer, Teacher, Merchant, Architect, Minister, Doctor, or Lawyer. As the education of the Common Schools fits the youth for the performance of his general duties as a citizen, of the citizen most useful to the State in that particular Craft, Trade, or Profession, which he has chosen, Divinity, Law, and Medical Schools, for special, or Technical, Instruction in those professions, have long been in successful operation.

"A Resolve was passed by the last General Court 'relating to Technical Instruction in Schools,' by which the Board of Education was directed to report 'a feasible plan for giving in the Common Schools of the Cities and larger Towns of this Commonwealth additional instruction, especially adapted to young persons who are acquiring practical skill in Mechanic, or Technical, Arts, or are preparing for such pursuits.'"

It is appropriate, in connection with this part of my Report, briefly to refer to what is being done in other Countries to provide for further instruction in elementary and practical Science, but at a stage beyond that of our High Schools. The object of this instruction, taken in its most comprehensive sense, is, (as just explained), to render the talents of the citizen most useful to the State in that particular Craft, Trade or Professon in which he, or she, is engaged, wheher as Mechanic, Farmer, Sailor, Engineer, Teacher, Merchant, Architect, Minister, Doctor, or Lawyer. Thus, the special Technical Schools already established in various Countries are:—

1. Normal Schools for Teachers.
2. Divinity Schools for Ministers.
3. Law Schools for Lawyers.
4. Medical Schools for Physicians.
5. Art Schools of Painting and Sculpture for Artists.
6. Schools for Civil Engineers and Architects.
7. Chemical Schools for Chemists.
8. Geological Schools for Geologists.
9. Schools of Mines for Metallurgists.
10. Agricultural Schools for Farmers.
11. Schools of Navigation for Sailors.
12. Commercial Schools, (or Colleges), for Merchants.
13. Schools of Technology for Artisans, etcetera

This latter class of Schools are of quite recent origin in England, the United States, and, I am happy to say, in Ontario also. Early in 1871, the Government of Ontario sent two Commissioners, (Doctors Hodgins and Machattie), to the United States to make inquiries "in regard to Schools of Practical Science." As the result of these inquiries, a Report was made to the Government, and a "College of Technology," (afterwards transferred to the Queen's Park as the School of Science), was established in Toronto in that year. In France, Switzerland, and in most of Germany, the education of Artisans commences when they are Boys at School. Experience has shown that this is the proper time to begin this kind of instruction, as Boys are remarkably apt in picking up knowledge of this kind, (which appeals to their senses); besides, it gives a pleasing variety to the otherwise, and to them, monotonous, routine of the School.

XII. Connection Between Education and Invention, 1871.

As to the effect of this kind of instruction on the inventive ingenuity of a people, the Honourable B. G. Northrop, Secretary of the Board of Education in Connecticut, gives the following illustrations from his own State:—

"It is plainly due to the former excellence of our Schools, and the universality of Education among the people, [including Drawing and off-hand Sketching], that Connecticut has always taken the lead in the number, variety, and value of its inventions. Our Manufactories are relatively more numerous and more diversified in their processes and products than those of any other State. The ingenuity and inventive talent of our people have ever been remarkable, as is shown by the statistics of the Patent Office.

"The whole number of Patents granted to citizens of the United States for the year 1871 was 12,511, of which:—

To the citizens of Connecticut were granted	667, being one to each	806
To the citizens of District Columbia were granted	136, being one to each	970
To the citizens of Massachusetts were granted	1,386, being one to each	1,051
To the citizens of Rhode Island were granted	184, being one to each	1,181
To the citizens of New York were granted	2,954, being one to each	1,450
To the citizens of New Jersey were granted	496, being one to each	1,827

Provision for Teaching Vocal Music in our Schools.

1. Vocal Music being now required to be taught in our Schools, we insert the following striking illustration of its value and importance as a softening and humanizing influence as a subject of instruction, from the Report of the Secretary of the Board of Education in Connecticut, for last year. It will be seen how successfully he combats the statement so often put forth that instruction in Vocal Music is of no practical use to large numbers of children, because of their inability to sing. He says:—

"Music is taught in our best Schools and should be in all. In many instances, it has taken its proper place as one of the regular Studies. It is the testimony of multitudes of Teachers, that Music helps, instead of hindering, progress in other studies. It stimulates the mental faculties and exhilarates and recreates Pupils, when weary with Study. Some branches are pursued largely for the mental discipline which they impart. No Study that can be taken up so early, is a better discipline in rapid observation and thinking; none so early and easily develops the essential power of mental concentration. In Singing by note, a child must fix his thoughts, and think quickly and accurately. The habit of fixing the attention thus early formed, will aid in all other Studies. There is abundant testimony that Scholars progress more rapidly in the common branches, where Singing is taught. Vocal Music aids in graceful Reading, by promoting better articulation, improving the voice, and correcting hard and unpleasant tones. The influence in cultivating the sensibilities, improving the taste, and developing the better

feelings of our nature, amply compensate for the time required for this Study. Its efficacy in School Government, making work a play, giving a systematic recreation—enjoyed the more because always in concert, and with the sympathy and stimulus of companionship—is admitted by the most successful Teachers. Trouble in the School Room often comes from that restlessness, which proper intervals of Singing would best relieve. Singing is a healthful, physical exercise. In primary Schools, Gymnastic Exercises often accompany the singing. When children are trained to erectness of posture, and to the right use of the vocal organs, speaking, Reading and Singing are most invigorating exercises; expanding the chest, promoting deep breathing, quickening the circulation, and arousing both the physcal and mental energies. Diseases of the respiratory organs are the great scourge of this climate, and occasion more than one-fifth of our mortality. It is said that in New England and New York, more than forty thousand die annually of diseases of the throat and lungs. The remarkable exemption of the German people, alike in Germany and America, from pulmonary disease, is attributed, by eminent medical authority, largely to the universal habit of singing, in which they are trained from their earliest years, both at home and at School. Thus their lungs are expanded and invigorated. The broad chest is a national characteristic. There is a common, but erroneous, impression that only a favoured few can learn Music. How is it, then, that every child in Germany is taught Singing as regularly as Reading? But facts may be found nearer home. In late Examinations of all the Schools in New Haven, 'only two hundred and forty-eight children, out of over six thousand, were found unable to sing the scale, and one hundred and forty of these belonged to the primary grades;' that is, out of this multitude, only one hundred and eight above the primary grades could not sing. Superintendent Parish says:—'A systematic course of training the voices of the little ones in the Primary Rooms, has been commenced. Thus far, the experiment has been a complete success. Children from five to eight years of age, readily sing the scale, singly and in concert, and read from the Blackboard, notes on the staff by numerals and syllables with as little hesitation as they call the letters and words of their reading lessons.'"

In the Hancock School of Boston, of about one thousand Girls, less than a dozen were unfitted from all causes for attaining to a fair degree of success in Singing. General Eaton, the National Commissioner of Education, and Governor English, when visiting the Schools in New Haven, expressed their surprise and gratification at hearing children in the Primary Schools, sing at sight exercises marked on the Blackboard by the Teacher.

2. The Report of the School Committee of Boston, of the present year, after explaining the system of instruction adopted, and noticing some of the happy effects of musical exercists in the Public Schools, remarks:—

"The primary School is, of all others, the place where instruction in Music, if we would ever expect it to attain anything like a satisfactory result, as a part of our Common School instruction, ought to begin. The child of five, or six, years, can easily be taught the first rudiments of Music, and a few plain principles in the management of the voice, if early adopted, and carried up through the lower and intermediate classes; especially if to this were added some instruction in the art of correct vocalization, and the proper management of the registers, greater strength, a more resonant tone, purer intonation, exacter enunciation, precision, ease, fluency of delivery—everything that is improving to the voice would finally result."

3. In an Address, delivered before the National Teachers' Association, at Cleveland, Ohio, an eminent Teacher and authority says:—

"Music should enter into Common School Education, because—

"1st. It is an aid to other Studies.
"2nd. It assists the Teacher in Maintaining the discipline of the School.
"3rd. It cultivates the æsthetic nature of the child.
"4th. It is valuable as a means of Mental discipline.
"5th. It lays a favourable foundation for the more advanced culture of later life.
"6th. It is a positive economy.
"7th. It is of the highest value as a sanitary measure.
"8th. It prepares for participation in the Church Service."

And again:—

"Through the medium of the Music Lesson, the moral nature of the child may be powerfully cultivated.

"Music meets the demands of that nature; it infuses itself into his life; it intwines itself upon his heart, and becomes a law of his being. Hence, his Songs may more directly and powerfully than any other agency give tone and direction to his moral character; they may be made the means of cultivating his nationality and patriotism; they may promote a love of order, virtue, truth, temperance, and a hatred of their opposites; they may subserve his Religious advancement, implanting lessons at once salutary and eternal."

Regular Musical instruction is now incorporated with the School Studies of nearly every City and large Town in New England, and the Northern and Western States, not only with the happiest musical results, but with marked good influences upon the health, general intelligence, capacity for receiving general instruction, and orderly habits of the youth so taught.

Facilities for Giving a Practical Commercial Education in the Schools.

As I intimated last year, one of the felt wants in our system of Public and High Schools has been facilities for giving Boys instruction in matters relating to Commercial and Business transactions. That want has been supplied; and both in the High and Public School Law, provision has been made for giving Pupils instruction in subjects relating to Commercial Education. For years this subject has received attention in the Model School of Ontario, and Boys have been thoroughly prepared in Book-keeping and other kindred branches, so as to fit them at once for practical work in the Counting House and other departments of Mercantile life. The result has been that Boys trained there have been much sought after by Merchants and others. In the Schools generally, beyond a little theoretical Book-keeping, no special attention has been hitherto paid to Commercial subjects, but in the new Programme of Study prescribed for the Schools, Pupils are required:—

1. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest.

2. To know the definition of the various Account Books used. To understand the relation between Debtor and Creditor, and the difference between Single and Double Entry.

3. To know how to make Original Entries in the Books used for this purpose, such as Invoice Books, Sales Book, Cash Book and Day Book.

4. To be able to Journalize any ordinary transaction, and to be familiar with the nature of the various Accounts in the Ledger, and with the mode of conducting and closing them.

5. To be familiar with the forms of ordinary Commercial Paper, such as Promissory Notes, Drafts, Receipts for the payment of Money, etcetera.

6. In the English Course for the High Schools, Pupils are required to be acquainted with Commercial Forms and Usages, and with practical Telegraphy.

III.—PROVIDING ADEQUATE SCHOOL ACCOMMODATION.

1. Since the date of my last Report, very much attention has been given to the question of School House Accommodation. The extracts which I have given in the Appendix from the Reports of the County Inspectors are full of interest on this subject. They show:—

(1) The actual condition of the School Houses in the rural parts of the Country.

(2) The laudable desire on the part of most of the Trustees and Ratepayers to remedy the lamentable state of things which has been pointed out to them.

(3) The apathy, timidity, or penuriousness which influence the remainder to do nothing.

2. The operation of the provision of the new School Law on this subject, as reported to the Inspectors, show, therefore, that one of the most valuable features of the School Legislation of last year was that which provided for increased School House Accommodation. Thinking that it would not be necessary to provide for the Trustees and Ratepayers to do what was an obvious duty in this respect, no provision was made in the comprehensive School Law of 1850 for this essential part of our School economy, nor was it even embodied in the School Law Amendment Act of 1860, which was designed to remedy certain proved defects in the Law. Indeed, not until after twenty years' experience had demonstrated the actual want of some general Regulation relating to School House Accommodation being made, did the necessity for a clearly-defined Regulation on the subject force itself on public attention.

3. Although some opposition was made, at first, to this most desirable reform, yet on the whole, it has been hailed as a real boon by the vast majority of the Trustees. Never was there such singular unanimity on any one subject among the intelligent friends of our improved School System as on this. It has, (when proper explanations have been given to the parties concerned), been regarded as a most enlightened step in advance. The provision of the School Law has been framed, as we think all will admit, in the interests of humanity, cleanliness, order and decency. It is true that in many cases a thoughtless apathy or inattention alone had prevented anything from being done to improve the condition of the School Premises; but, in other cases, timidity on the part of the Trustees, or the fear of taxation on the part of the Ratepayers, had paralyzed local efforts; and from year to year nothing was done to put the School House in even a reasonable state of repair. Hence the necessity for the interposition of some higher authority, in the shape of Statute Law, to arouse public attention to the subject, and virtually to decide the question in favour of the health of the Teacher and Pupils and the advancement of the School. These were, really, the parties who had suffered so long from local apathy or selfishness, while they were powerless to effect any change for the better.

4. Were it not vouched for, in the Appendix, by the written testimony of the Public School Inspectors, who have examined and reported to the Department upon the state of the School Houses and Premises under their jurisdiction, it could scarcely be believed that Trusttees and Parents would, in so many cases, have allowed their children to congregate, day after day, and year after year, in the miserable hovels which, up to this year, had existed as so-called School Houses in many parts of the Province. And yet so it was. Neither the ill-health of the Teacher, nor the listless faces of the children, added to the warning of Medical men, or the counsel of Local Superintendents, could, in many localities, rouse Trustees, or Ratepayers, from their apathy. "Their Fathers,

or other relations, or friends, had gone to the School, and it was good enough for them." This, or some other valueless excuse, was too often their reply, and hence nothing was done, or would be attempted. Not even, in many cases, would the spirited example of their neighbours in other localities influence them; and often, in inverse ratio to the wealth of the neighbourhood, would the spirit of selfish economy prevail, and even be defended on the plea of poverty!

5. It is true that many people had no definite idea as to what was actually required to be done, in order to provide what was really necessary to put their School House and Premises in a proper and efficient state. Such people would say, "Tell us what we should do, and we will cheerfully do it." "We know that our children and the Teachers are sufferers, and that they are not in such a School House as we should like them to be in. But we do not know the proper size to build the School House, the space for air we should leave, or the best way to ventilate the Building, or Premises. If the Law, or Regulations would lay down some definite general Rules on the subject, we should be glad to follow them, but we do not like to spend money on a new School House, and then find that we were all wrong in our calculations on the subject." Such excuses as these were often urged, and they were reasonable in some cases. Trustees, too, would say, when pressed to do something to better the condition of the School House:—"We would gladly do so, but the Ratepayers object to the expense, and we do not like to fall out with our neighbours. If you say that we must do it, we will undertake it, for then the responsibility will be on you, and we shall do no more than our duty in complying with the School Law." Some Trustees have felt so strongly the necessity of improving the condition of their School Premises, and yet have lacked the moral, and even the legal, courage to do their duty, independently of this pressure, that they have privately intimated their desire to the Inspector that he would enforce the Law in this matter in their School Section.

6. It affords me real pleasure to say that, in carrying out the Law and Regulations on this subject, the Inspectors generally have displayed great judgment and tact. They have even taken unusual pains to enlist the sympathies and best feelings of Trustees and Ratepayers in favour of this much-needed reform. They have answered objections, smoothed difficulties, removed prejudices, met misrepresentations by full information and explanation, in regard to School House plans, and have done everything in their power to introduce, as I have suggested to them, a gradual change for the better in the condition of the School House, the Out-buildings, Fences and Premises generally.

I. Prizes for Plans of School Sites and School Houses.

With a view to encourage, as well as to develop, a taste and talent for improved School House accommodation, and to enlist the energies and skill of the local School Authorities in this good work, I decided to issue a Circular offering Prizes for the best plans of Sites and School Houses. This I was enabled to do out of a small sum placed in the Estimates for that purpose. In this way, I have sought to give a further illustration of a principle which I have always held, and which has always characterized the administration of our School System from the beginning. This principle is, that the Department should seek rather to aid the People to help, as well as to educate, themselves through themselves, than to take the matter out of their hands, or compel them to do what was obviously their duty to do.

II. Circular from the Chief Superintendent offering Prizes for School House Plans.

Although Plans of School Houses had been published in the *Journal of Education for Upper Canada* during the years 1849-1872, it was thought desirable to offer Prizes for a series of the best Plans of School Houses. The following Notice was, therefore, inserted in the *Journal of Education* for June, 1872:—

"With a view to improve the School Accommodation in the various rural School Sections, and to act as an incentive to improved School architecture, as well as to aid Trustees in the matter, the Department of Public Instruction will pay to any Inspector, Trustee, or Teacher, the following Prizes for Ground Plans of School Houses, and for Block Plans of School Sites, which may be found best adapted to rural School Sections, videlicet:—

"1. For the best Ground Plan of a rural School-House, (on the scale of eight feet to an inch).—1. For the best First Floor (Ground) Plan of a rural School-House, with Porch, Cap and Cloak-room, Map and Book-presses, Teachers' accommodation, etcetera, capable of accommodating from 60 to 75 children, $15. 2. For the best Ground Plan of a Rural School House with an addition and at least two School Rooms capable of accommodating from 100 to 125 children, $20. 3. For the best Ground Plan of a Rural School House, with addition and at least three Rooms capable of accommodating from 150 to 175 children, $25.

"For the best Block Plan of a School Site, (on the scale of forty feet to an inch).—1. For the best Block Plan of a School site, of an acre in extent. Position of School-House, Wood-Shed, Privies, Well, Fence, Play Ground for Boys and Girls, Shade Trees, etcetera, to be marked on the plan, $20. 2. The best Block Plan of a School Site, on the same scale, of half an acre, $15.

"The Plans to be neatly prepared in ink, and to be accompanied by full written Explanations. They are to be marked by some word, or motto, the key to which is to be enclosed in an envelope, which will be opened after the Prizes shall have been awarded.

"Plans, etcetera, to be addressed to the Reverend Doctor Ryerson, Chief Superintendent of Education.

"The Prize Plans will be the property of the Education Department, and will be required for publication in the *Journal of Education*."

Thirty persons competed for these Prizes for the best interior Plans of School-Houses, of various dimensions, and for the best Block Plans, on acre and half acre School Sites.

Of these thirty Plans, four were of superior merit, in various features, nine were of varying excellence, while seventeen either did not come up to the standard required, or had other palpable defects in them. The Prizes awarded for these thirty approved Plans were from five to forty dollars each.

Thirteen Plans, (numbers 18 to 30), were not accepted as not coming up to the standard required.

III. What was Done Elsewhere in Regard to School Accommodation in 1871.

Before referring to the provisions of the Law and Regulations in force in Ontario, in regard to School House Accommodation, I think it will be interesting and instructive to take a glance at what is done elsewhere in the direction of building and repairing School Houses. I take the example of some of the American States as their System of Education and modes of proceeding are similar to our own. The result discloses the painful fact that, although the Expenditure in 1871 for School Sites and the Building and repairs of School Houses in Ontario was $345,000, or about $75,000 more than in 1870, yet the average expenditure per School for the same object was very much below that of the various American States, which have reported the facts on the subject, and which I have given in the Table below. Thus:—

In Massachusetts,	for every 4,600 Schools the expenditure was	$1,865,700
In New Jersey,	for every 4,600 Schools the expenditure was	1,840,000
In Connecticut,	for every 4,600 Schools the expenditure was	1,538,700
In Pennsylvania,	for every 4,600 Schools the expenditure was	993,600
In Michigan,	for every 4,600 Schools the expenditure was	782,000
In New York,	for every 4,600 Schools the expenditure was	736,000
In Ohio,	for every 4,600 Schools the expenditure was	628,600
In Iowa,	for every 4,600 Schools the expenditure was	624,000
In Ontario,	for every 4,600 Schools the expenditure was only	345,000

Thus we see that the ordinary Expenditure of the least generous of these States for School Sites, Buildings, and repairs—and those States much younger than our Province—is nearly double that of the extraordinary Expenditure of last year in Ontario; while Pennsylvania spent nearly three times the amount per School that Ontario did, Connecticut nearly five times and New Jersey and Massachusetts nearly six times as much per School during 1871 as did Ontario.

IV. Actual Expenditure for Sites, Buildings and Repairs of School Houses in Ontario.

Among the most eminent Educators, it has been generally held that the Public Expenditure for Education was a good national investment, and one which always paid a high rate of interest to the State. Investment in Real Estate for School Sites and Buildings is among the most valuable which can be made. It is always available and tangible and capable of being readily converted into money. Our own Expenditure for Sites, Buildings, and repairs of School Houses last year was $345,000, or upwards of $50,000 more than the sum expended for a like purpose in 1870. The Expenditure of some of the leading States in the adjoining Republic for the same objects was as follows:—

State.	Date of Report.	Expenditure.	Number of School Sections.
Pennsylvania	1871	$3,386,263	15,700
Massachusetts	1871	2,058,853	5,076
New York	1871	1,594,060	11,350
Ohio	1870	1,391,597	13,951
Illinois	1870	1,371,052	11,011
Iowa	1871	1,096,916	7,823
Michigan	1870	852,122	5,008
New Jersey	1871	597,400	1,501
Connecticut	1871	550,318	1,644
Wisconsin	1870	417,775	....
Ontario	1871	345,000	4,600

The Expenditure in the State of New York for School Sites and Houses has been nearly Ten millions of dollars, during the last five years, or nearly Two millions of dollars per year!

V. Valuation of School House Property in the United States.

The following statistics of the value of School Houses, etcetera, will be interesting:

Name.	Date of Report.	Valuation of School Property.	Number of School Sections.
New York	1871	$23,468,266	11,728
Illinois	1870	16,859,300	11,011
Pennsylvania	1871	15,837,183	15,700
Massachusetts	1871	15,671,424	5,076
Ohio	1870	13,818,554	13,951
Indiana	1870	7,282,639	9,032
Iowa	1871	6,764,551	7,823
Maine	1871	2,488,853	4,003
Minnesota	1871	1,582,507	2,625

VI. Condition of the School Houses in some of the United States.

Only in a few of the States do the Authorities report the condition of the School Houses.

VII. Provision of the Ontario Law on School House Accommodation.*

1. The new School Act of 1871 very properly declares that Trustees "shall provide Adequate Accommodation for all the children of School age, [*i.e.*, between the ages of five and twenty-one years, resident], in their School Division," (*i.e.*, School Section, City, Town, or Village). It also provides that "no School Section shall be formed which shall contain less than fifty resident children, between the ages of five and sixteen years, unless the area of such Section shall contain more than four square miles." These "Accommodations," to be adequate, should include, (as prescribed by the special Regulations):—

(1) A Site of an Acre in extent, but not less than half an Acre.†

(2) A School House, (with separate Rooms, where the number of Pupils exceeds fifty), the Walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the Floor for each child in attendance, so as to allow an area in each Room, for at least one hundred cubic feet of Air for each child.‡ It shall also be sufficiently Warmed and Ventilated, and the premises properly Drained.

Note.—Temperature.—In the winter, the temperature during the first School hour in the forenoon or afternoon should not exceed 70 degrees, or 60 degrees during the rest of the day.

(3) A sufficient Fence, or Paling, round the School Premises.

(4) A Play-ground, or other satisfactory provision for physical exercise, within the Fences, and off the Road.

(5) A Well, or other means of procuring Water for the School.

(6) Proper and separate Offices for both sexes, at some little distance from the School House, and suitably enclosed.

(7) Suitable School Furniture and Apparatus, videlicet:—Desks, Seats, Blackboards, Maps, Library, Presses, and Books, etcetera, necessary for the efficient conduct of the School.

2. In his official visitations to the Schools, the Inspector is required to inquire into the tenure of the Property; the Materials, Dimensions, and plan of the Building; its condition; when erected; with what Funds built; how Lighted, Warmed, and Ventilated; if any Class Rooms are provided for the separate instruction of part of the children; if there is a Lobby, or Closet, for Hats, Cloaks, Bonnets, Book Presses, etcetera; how

*The attention of School Trustees is also directed to the very desirable subject of interior "School Room Decoration,"—a suggestive paper on the subject having been prepared for distribution by Doctor Hodgins.

†Size of School Grounds.—The School Grounds, wherever practicable, should, in the rural Sections, embrace an Acre in extent, and not less than half an Acre, so as to allow the School-house to be set well back from the Road, and furnish Play-grounds within the Fences. A convenient form for School Grounds will be found to be an area of ten rods front by sixteen rods deep, with the School-house set back four or six rods from the Road. The Grounds should be strongly Fenced, the Yards and Outhouses in the rear of the School-house being invariably separated by a high and tight board Fence; the front Grounds being planted with Shade Trees and Shrubs. For a small School, an area of eight rods front by ten rods deep may be sufficient, the School-house being set back four rods from the front.

‡Thus, for instance, a Room for fifty children would require space for 5,000 cubic feet of Air. This would be equal to a cube of the following dimensions in feet, videlicet: 25x20x10, which is equivalent to a Room 25 feet long by 20 wide and 10 feet high.

the Desks and Seats are arranged and constructed; what arrangements for the Teacher; what Play-ground is provided; what Gymnastic Apparatus, (if any); whether there be a Well, and proper conveniences for private purposes; and if the Premises are fenced, or open, on the Street, or Road; if shade Trees and any Shrubs, or Flowers, are planted.

3. In his inquiries in these matters, the Inspector is especially directed to see whether the Law and Regulations have been complied with in regard to the following matters: (should he discover remissness in any of them, he is directed to call the attention of the Trustees to it, before withholding the School Fund from the Section, with a view to its remedy before his next half-yearly visit):—

(1) *Size of Section.*—As to the size of the School Section, as prescribed by the Fifteenth Section of the School Law of 1871.

(2) *School Accommodation.*—Whether the Trustees have provided "adequate Accommodation for all children of School age, [*i.e.*, between the ages of five and twenty-one years, resident], in their School Division," (*i.e.*, School Section, City, Town, or Village), as required by the Section of the School Act of 1871.

(3) *Space for Air.*—Whether the required space of nine square feet for each Pupil and the average space of one hundred cubic feet of Air for each child have been allowed in the construction of the School House and its Class Rooms.

(4) *Well; Proper Conveniences.*—Whether a Well, or other means of procuring Water is provided; also, whether there are proper conveniences for private purposes of both sexes on the Premises.

4. The Trustees having made such provision relative to the School House and its Appendages, as are required by the Fourth clause of the Twenty-seventh Section, and the Seventh clause of the Seventy-ninth Section of the Consolidated School Act, and as provided in Regulation 9 of the "Duties of Trustees," it is made by the Regulation the duty of the Master to give strict attention to the proper Ventilation and Temperature, as well as to the Cleanliness of the School House; he shall also prescribe such Rules for the use of the Yard and Out-buildings connected with the School House, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any want of Cleanliness about the Premises. He is also required to see that the Yards, Sheds, Privies, and other Out-buildings are kept in order, and that the School House and Premises are locked at all proper times; and that all deposits of sweepings, from Rooms, or Yards, are removed from the Premises.

VIII. Characteristics of a Good School House.

1. In a recent edition of the School Laws of Michigan, it is truly stated that:—

"The essential characteristics of a good School House are: 1st, a sufficient amount of space to accommodate the School and its Classes; 2nd, a convenient distribution of room in Halls and School Rooms to allow free movement of the Classes and of the entire School, without crowding, or confusion; 3rd, an arrangement of Lights, such as will throw an equal and sufficient illumination throughout the Room; and 4th, adequate provision for Warming and Ventilating the Rooms. To these may be added as desirable features, ample and pleasant School Grounds, good Walks, and Out-houses."

2. A great mistake has been made in some School Houses, by seating them in such a way as to have all the Pupils in the Room face the windows. Such an arrangement cannot be otherwise than injurious to the eyes of the Pupils, as the strong light is constantly shining into them. Pupils should always be seated with their backs to the windows. There should be no windows in front of them. The Seats should face northwards.

IX. Principles of Ventilation for School Houses.

1. The State Superintendent of Michigan remarks:—

"Ventilation becomes easy, as soon as it is known that it is embraced in these two essential operations, videlicet:—1st, to supply fresh Air; 2nd, to expel foul Air. It is evident that fresh Air cannot be crowded into a Room, unless the foul Air is crowded out, and it will not go out unless fresh Air comes in to fill its place. It is useless to open Ventilating Flues, as I have seen in some of our School Houses, for the egress of bad Air, while there is no provision for drawing in a supply of fresh Air. If the Flues worked at all, it would be simply to empty the Room of all Air—an impossibility."*

2. The following, (taken from the United States Commissioner's Report on Education for 1871), furnishes an illustration of the nicety of observation brought by the Scientific men of Switzerland to the aid of Education. The Report says:—

"Doctor Breiting, of Basle, has examined the air of the School Rooms of that City. From the result of this estimation, we select one, taken in a Room measuring 251.61 cubic metres, (2.921.88 cubic feet, equal to a Room twenty-four feet long, fifteen feet wide, and eight feet high), having 10.54 square metres, (115.77 square feet), of windows and doors, and containing, on the day of examination, fifty-four children."

Time	Amount of carbonic acid gas.†
7.45 a.m., commencement of School	2.21 per cent.
8.00 a.m., end of first recitation	4.80 per cent.
9.00 a.m., after the Recess	4.07 per cent.
10.10 a.m., after the brief Recess	6.23 per cent.
11.00 a.m., end of School hour	8.11 per cent.
11.10 a.m., the Room being empty	7.30 per cent.
1.45 p.m., commencement of School	5.03 per cent.
2.00 p.m., beginning of Recess	7.66 per cent.
3.00 p.m., end of Recess	5.03 per cent.
4.00 p.m., end of Singing lesson	9.36 per cent.
4.10 p.m., the Room being empty	5.72 per cent.

X. Proceedings in other Countries in Regard to School Accommodation.

1. In England "the (Parliamentary) Grant is withheld altogether—if the School be not in a Building certified by the Inspector, to be healthy, properly Lighted, Drained, and Ventilated, supplied with Offices, and containing in the principal School Room at least eighty cubical feet of internal area per each child in average attendance."

2. In Section 29 of the new School Act for Nova Scotia, the following are the provisions, in regard to School Accommodation. They are even more comprehensive and minute than ours:—

"The School Accommodation to be provided by the District, (School Section), shall, as far as possible, be in accordance with the following arrangements:—

"For a District having fifty Pupils, or under, a House with comfortable Sittings, with one Teacher.

"For a District having from fifty to eighty Pupils, a House with comfortable Sittings and a good Class Room, with one Teacher and an Assistant.

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*In the report of the N. Y. Teachers Association, held at Albany, in July, 1872, the following passage occurs:—The death of at least two of these faithful Teachers leaves a lesson that ought to be heeded by every Parent and Teacher. The death of both is traced directly to improper Heating and Ventilation in Rooms in which they were called to teach. We believe this to be the most fruitful source of disease or death among our Teachers, and we might add, among the children and youth of our land.

†Note.—The pure Atmosphere contains .0004 carbonic acid Gas, and more than 1 per cent. of carbonic acid Gas is generally considered detrimental to health.

"For a District having from eighty to one hundred Pupils, a House with comfortable Sittings and two good Class Rooms, with one Teacher and two Assistants, or a House having two apartments, one for an elementary, and one for an advanced, department, with two Teachers; or, if one commodious Building cannot be secured, two Houses may be provided in different parts of the District, with a Teacher in each, one being devoted to the younger children, and the other to the more advanced.

"For a District having from one hundred to one hundred and fifty Pupils, a House with two adequate Apartments, one for an elementary, and one for an advanced, department, and a good Class Room accessible to both; with two Teachers, and, if necessary, an Assistant; or, if the District be long and narrow, three Houses may be provided, two for elementary departments, and one for an advanced department, the former being located towards the extremes of the District, and the latter at, or near, the centre.

"For a District having from one hundred and fifty to two hundred Pupils, a House with three Apartments, one for elementary, one for an advanced, and one for a High, School, and at least one good Class Room common to the two latter, with three Teachers, and, if necessary, an Assistant; or, if necessary, Schools may be provided for the different Departments in different parts of the District.

"And, generally, for any District having two hundred Pupils and upwards, a House, or Houses, with sufficient accommodation for different grades of elementary and advanced Schools, so that in Districts having six hundred Pupils and upwards, the ratio of Pupils in the elementary, advanced, and High, School departments, shall be respectively about eight, three, and one."

3. In Nova Scotia, the Board of School Examiners appointed for each District by the Governor-in-Council is authorized by Law:—

"To declare upon the Inspector's Report, or upon other reliable information, the School House, or Houses, or Buildings, used as such, unfit for School purposes, and shall forward such declaration to the Trustees of the Section, and the Board shall thereafter withhold all Provincial aid from any such Section, if measures are not adopted whereby a suitable House, or Houses, may be provided, according to the ability of the Section."

From the Regulations of the Nova Scotia Council of Public Instruction on this subject, we make the following extracts:—

"As to the size and commodiousness of the Building, provision should be made for one-quarter of the population of the Section; and whatever that number may be, the School House should be of such capacity as to furnish to each Scholar at least 150 cubic feet of pure atmospheric Air, or seven square feet of superficial area, with ceiling running from thirteen to sixteen feet in height.

"Adding two feet nine inches to the length for every additional row of Desks. Where the number of Scholars amount to upwards of fifty, there should be a Class Room attached.

"Plans of School Houses have been issued by the Council of Public Instruction, and the requirements of the Act are so explicit as to be sufficient guide to Boards of Trustees."

4. In Prince Edward Island, the Law declares that:—

"Every School House hereafter to be erected and used as such, within any District now, or hereafter, established under this Act, and not already contracted to be built, shall not be less in clear area than four hundred square feet, nor in the heights of posts than ten feet clear between the floor and ceiling, or be built nearer to the Highway than ten yards."

5. In Victoria, (Australia), no School receives aid from the Central Board unless the following, (among other conditions), be complied with, videlicet:—

"That, in the case of new Buildings, the School Room contain not less than eight square feet for each child in average attendance, and that the walls be not less than ten feet in height to the eaves; that in all cases the School Room be sufficiently Warmed, Ventilated, and Drained; that there be proper and separate Offices for both sexes; that there be a Play-ground attached, or other satisfactory provision made for physical exercise; and that the School be properly provided with the amount of School Furniture and Apparatus, videlicet:—Desks, Forms, Blackboards, Maps, Books, etcetera, necessary for the efficient conduct of such School."

6. In South Australia:—

"Grants-in-aid are allowed towards the cost of building School Houses, to an amount not exceeding Two hundred pounds for each School. The conditions to be observed in order to obtain this assistance are, that a declaration must be made by the Trustees that the Building for which the Grant is conceded shall be used for Public School purposes, and no other, without our written consent; that the area shall not be less than 600 square feet; that the Building shall be substantially constructed, and composed of good material; and that it shall be properly furnished with the usual appliances for teaching. Approved Plans and Specifications for the Building of District School Houses are supplied by us for the guidance of the promoters; but a departure from the Plans is allowed, if sufficient reasons be shown for it."

7. In Michigan, the School Law provides, (Section 48), that:—

"The Director shall provide the necessary appendages for the School House, and keep the same in good condition and repair during the time School shall be taught therein. The Director is also authorized and required to procure all needful appendages and repairs, without any vote of the District in the case. It is not optional with the District to pay such expenses. When audited by the Moderator and Assessor, the account becomes a valid claim against the District, and can be collected if the District fails to pay it."

Of these provisions of the Law, the State Superintendent remarks:—

"The Law has wisely empowered one Officer, and made it his duty to keep the School House in good repair. He should see to it that the Windows are properly filled with Glass; that the Stove and Pipe are in a fit condition, and suitable wood provided; that the Desks and Seats are in good repair; that the Out-houses are properly provided with Doors, and are frequently cleansed; that the Black-boards are kept painted, and everything is provided necessary for the comfort of the Pupils, and the success of the School."

8. The School Laws of the State of Connecticut, (Sections 68 and 69), declare that:—

"No District shall be entitled to receive any Money from the State, or from the Town in which it lies, unless such District shall be supplied with a School House and Out-buildings pertaining thereto, which shall be satisfactory to the Board of School Visitors.

"Whenever a District shall have voted to erect a new School House, the same shall be built according to a Plan approved by the Board of School Visitors, and by the Building Committee of such District."

9. In Sweden, a piece of land, from one to twelve Acres, is attached to each School for the benefit of the Teacher and the Pupils. In 1867, the number of Schools possessing such a piece of land for working was 2,016. In Norway, the School Districts must, in

addition to Salary, furnish the Teacher with a Dwelling House, with land enough to pasture at least two Cows, and lay out a small garden.

XI. Compulsory Attendance, the Complement of Free Schools.

1. The principle of Free Schools—a free and open School-door to every child in the land—having been unanimously conceded by the Legislature, it becomes a serious question, whether so great a boon shall be rendered practically valueless or not, to a considerable portion of the community from the apathy of those most interested.

In answering this question, it is necessary to understand the object which the Legislature had in view in granting the boon of Free Schools. It should be for no light reason, or for no unimportant object that the Legislature should lay down the broad, yet highly benevolent principle, that the entire property of the Country should bear the whole burthen of providing a free and liberal education for every youth in the land. Nor is it unimportant; for the very adoption of so broad a principle of taxation shows that the Legislature regarded it as one of those momentous social questions, which could only be met and solved by it successfully, by the frank and unreserved adoption of a principle, so comprehensive in its character, as that of universal taxation for education —or Free Schools.

The Sad Lessons which Ignorance has Taught should not be Lost Sight of.

2. Society has had so many terrible lessons of gross evils, which Ignorance and its twin-sister, Crime, have entailed upon it, that it has at length learned the truly wise one, that to banish ignorance, Education must be universal, and that to prevent, or lessen, crime, Education must be Christian in every part, and be an ever present and restraining influence upon it. If, however, those least capable of appreciating so great a boon as free and Christian Education, and who, at the same time, from the growth of ignorance among them, are capable of inflicting the greatest injury upon society, refuse to accept it, it becomes a legitimate question whether society has not the right, as it has the power, to protect itself, or whether with that inherent power of protection, it will suffer ignorance and crime to triumph over it. Such a question is easily answered. The instinct of self-preservation—of common sense—the best interests of humanity, and of the very class which rejects the boon, all point to the one solution, the only remedy:—Compulsory enforcement of the right which every child possesses, that he shall not grow up a pest to society, but that he shall enjoy the blessings which a Christian Education can alone confer upon him.

The Compulsory Features of the Ontario School Law.

3. The provision of the School Law of Ontario of 1871 on this subject is the legitimate consequence of the adoption of the principle of Free Schools; for if every man is to be taxed according to his property, for the Public School Education of every child in the land, every Taxpayer has a right to claim that every child shall be educated in the various branches of a good English Education; otherwise the Law is a mere pretext for raising money by taxation under false pretences.

And, if every man is to be taxed according to his property for the education of every child, and if every child has a right to School instruction, some provision was needful to secure both the Ratepayer and the child against the oppression and wrong which might be inflicted by an unnatural Guardian, or Parent. Society at large, no less than the parties immediately concerned, requires this protection; and the protecting provision of the Law, in this respect, is milder and more guarded than the corresponding one in other Countries, where Public School Education is provided for and guaranteed to every child in the Country. According to the new Act, no Parent, or Guardian, is liable to punishment whose wrong against society and his youthful charge is not

wilful and criminal. If such a protection in this mild and guarded form is found, on trial, to be insufficient for the purposes intended, a more stringent one will no doubt be enacted by the Legislature hereafter.

Compulsory Education Involves an Improvement in its Quality and Amount.

4. Doctor Lyon Playfair, in a recent Address, thus argues the logical necessity for Compulsory Education, and of its improved quality:—

"An improved quality of Education is a necessity for its enforced reception by the people. The principle of compulsion, timid and hesitatingly put forth in the recent English Education Act, is nevertheless contained in it. The logic of circumstances drove Parliament into the recognition of compulsion; and the same logic will oblige the Legislature to make it efficient. Let us look at the facts which compelled the recognition of the principle. The right of suffrage has for its corollary the duty of instruction. You cannot give political power to a people and allow them to remain ignorant. That would be a political suicide of a Nation. An uneducated people are like a Nation, one, or two, generations back in its history. They cannot grasp the ideas of the age in which they live, and are powerless to shake themselves free from the prejudices which the progress of thought has proved to be dangerous errors. They are unable to do so, as they cannot take possession of the inheritance of the intellectual wealth accumulated by their predecessors; for they do not know how to read the Books forming the testament by which it was bequeathed. An uneducated people, endowed with political power, is, therefore, an anomaly, in the highest degree dangerous to a Nation. Hence, when we bestowed on the people the right of suffrage, it became necessary that they should have sufficient instruction as its corollary. Secondly, we have now established what every civilized Nation, except England, has long had—education by local Rates. A civic support of Education has again for its corollary enforced instruction of the individual citizen. For, if it be right that the State should compel a community to educate all its citizens, it must be right to give power to that community to extend the education to every citizen."

He says further that:—

"But you cannot enforce Education, unless you make it of a quality which you are certain will be useful to the person receiving it. Compulsory Education then involves an improvement in its amount and quality. Compulsion is of two kinds, direct and indirect. By the direct method, every Parent is bound to keep his children at School or be punished for the neglect. The indirect compulsion means that Education shall be made the first tool with which labour can be begun, and, if that tool be not in the possession of the Candidate for employment, the Employer must not engage him. The indirect plan has the high authority of Adam Smith in its favour, but it is unnecessary to indicate a preference between the two methods, for both may be good and necessary. In the Act of last Session only the direct system is recognized, although the others form the basis of our Factory Acts. Direct compulsion is most easily applied when it is least required, that is, when public feeling is entirely in its favour, and denounces the Parent who neglects the education of his child as much a niggard as if he starved it by refusing bread. But in England you have about half a million of these niggards to deal with, and their commonness prevents an adequate public censure of the magnitude of their crime against society."

Compulsory Education in Australia and America.

5. The Commissioners appointed in Victoria, (Australia), to report upon the "operation of the system of Public Education in that Country," speaking of Compulsory Education, say, in the Report of 1868:—

"Whilst fully admitting the divided state of opinion in reference to this subject, as well as the serious, practical difficulties that beset it, we have resolved to submit the recommendation that a Law rendering instruction imperative should be adopted in Victoria. The existence in constitutional theory, at all events, of an equality of political rights between all classes of Her Majesty's Subjects in this Colony suggests the paramount importance of early provision being made, by means more effcetual than any that have hitherto existed, for the diffusion of sound instruction amongst the rising generation of all classes."

6. In the Report of Dr. Fraser, (now Bishop of Manchester), on the "Common School Systems of the United States and Canada," he says:—

"From many sections of the community, and especially from those who would be called the Educationists, the cry is rising both loud and vehement that greater stringency is required in the Law, and that compulsory attendance is the proper correlative of "Free Schools." For, it is argued, if the State taxes me, who perhaps have no children, towards the support of the Schools, "for the security of society," I have a right to claim from the State, for the security of the same society, that the Schools, which I am taxed to maintain, shall be attended by those for whose benefit they were designed."

Feeling in England in Regard to Compulsory Education.

7. The Honourable B. G. Northrop, (late Secretary to the Board of Education in the State of Connecticut, and now Commissioner of Education in Japan), thus refers to the state of feeling on the subject in England:—

"The new School Law of England permits all local School Boards to enforce attendance. Public sentiment throughout England is now changing rapidly in favour of making compulsory attendance national and universal, instead of permissive. As one of the many illustrations of this change, the Reverend Canon Kingsley, formerly favouring non-compulsion, now advocates the compulsory principle.

"The Motto of the National Educational League, of which George Dixon, M.P., is President, is 'Education must be Universal, Unsectarian, Compulsory.' At the late General Conference of Nonconformists, held lately in Manchester, and attended by 1,885 delegates, there seemed to be great unanimity in favour of enforced attendance. This assembly was as remarkable in its character as its numbers. The argument of Mr. Jacob Bright, M.P., on this subject was received with great applause. He said that the best part of the Education Act, that which is worth all the rest put together, is the permission to compel attendance, which should be the absolute Law throughout the entire Kingdom.

"The labouring classes are not opposed to such a Law. They would welcome it. In England, the working classes are asking for a national Compulsory System of Education. By invitation of A. J. Mundella, M.P., I attended the National Trades-Union Congress, held lately at Nottingham, for a week. That Body seemed unanimous in favour of Compulsory Attendance. One of the leading Members, an able and effective Speaker, said that in large and crowded assemblies of workingmen, he had often distinctly asked:—'Do you agree with me that we want a national Compulsory System of Education?' and not a dissenting voice had he ever heard from the Workingmen."

8. In a late School Report to the Government, it is stated that:—

"By the 1st of May, By-laws for enforcing the attendance of children at School had been sanctioned by Your Majesty, in accordance with the terms of the 74th Section of the Act, on the application of the School Boards of—

London, with a population of	3,265,005
65 Municipal Boroughs, (out of 100)	4,267,642
41 Civil Parishes, (out of 279)	608,000
Total	8,140,657

"Compulsory attendance at School is, therefore, now the law for upwards of one-third of the whole population of England and Wales, and for about two-thirds of the whole Borough population."

Feeling in Prussia and other Parts of Europe in Regard to Compulsory Education.

9. Mr. Northrop also gives the following sketch of the state of feeling in Prussia, in regard to compulsory Education. He says:—

"My former objections to obligatory attendance were fully removed by observations recently made in Europe. Mingling much with plain people in Germany, and other Countries where attendance at School is compulsory, I sought in every way to learn their sentiments on this question. After the fullest enquiry in Prussia, especially among Labourers of all sorts, I nowhere heard a lisp of objection to this law. The masses everywhere favour it. They say Education is a necessity for all. They realize that the School is their privilege. They prize it, and are proud of it. Attendance is voluntary, in fact, nobody seems to think of coercion. The Law is operative, but it executes itself because it is right and beneficient, and commands universal approval. It is only the legal expression of the public will.

"Universal Education, more than anything else, has fraternized the great German Nation It has improved her social life, ennobled her Homes, promoted private virtue, comfort and thrift, and secured general prosperity in peace. It has given her unequalled prestige and power in war. 'Whatever you would have appear in a Nation's life, that you must put into its Schools,' was long since a Prussian motto. The School has there been the prime agent of loyalty. Love of Country is the germ it long ago planted in the heart of every child. The fruit, now matured, gladdens and enriches the whole land. Wherever that lesson is heeded, it will enrich the world. Devotion to Fatherland is a characteristic sentiment of the German people. Shall such a people, with such a history, complain of Compulsory Attendance? This Law itself has been a Teacher of the Nation. It has everywhere proclaimed the necessity and dignity of the Public Schools. Kings, and nobles, and Ministers of State, have combined to confirm and diffuse this sentiment, until now it pervades and assimilates all classes.

"In various parts of Prussia and Saxony, I enquired of School Directors, Parents, and others, 'Do you have any difficulty in executing the coercive Law?' The answers were all substantially the same. 'Many years ago,' replied one, 'there was some opposition. But the results of the Law have commended it to all, and they obey it without complaint, and almost without exception.' The present generation of parents, having themselves experienced its advantages, are its advocates. Said a resident of Dresden, 'A healthy child of School age can hardly be found in this city who has not attended School.' Were the question of Compulsory Attendance to be decided to-morrow in Saxony by a plebiscite, it would be sustained by an almost unanimous verdict. Public opinion is now stronger even than the Law. The people would sooner increase than relax its rigour. I nowhere learned of any recent cases of punishment for infractions of it. In many places I was assured that the penalty is practically unknown."

The People in Advance of the Government on Compulsory Education.

"The principle of obligatory instruction was advocated by the people before it was enacted by the Government. The address of Luther to the Municipal Corporations of 1554 contains the earliest defence of it within my knowledge, in which he says: 'Ah,

if a State in time of War can oblige its citizens to take up the Sword and the Musket, has it not still more the power, and is it not its duty, to compel them to educate its children, since we are all engaged in a most serious warfare, waged with the spirit of evil, which rages in our midst, seeking to depopulate the State of its virtuous men? It is my desire, above all things else, that every child should go to School, or be sent there by a magistrate.'

Germ of the Principle of Compulsory Education.

"The germ of this system in Prussia is found in a decree of Frederick II., 1763:—We will that all our Subjects, Parents, Guardians, and Masters, send to School those children for whom they are responsible, Boys and Girls, from their fifth year to the age of fourteen. This Royal Order was revived in 1794, and in the Code of 1819 made more stringent, with severe penalties:—First, warnings, then small fines, doubling the fines for repeated offences, and, finally, imprisonment of Parents, Guardians, and Masters.

"The penalties now are:—

"(1) Admonition, in the form of a note of warning from the President of the Local School Commission.

"(2) Summons to appear before the School Commission, with a reprimand from the presiding Officer.

"(3) Complaint to the Magistrate, (by the Commission), who usually exacts a fine of Twenty cents, and for a second offence Forty cents, for a third Eighty cents, doubling the last fine for each repetition of the offence.

"The Registers of attendance and absence are kept with scrupulous exactness by the Teacher, and delivered to the President of the School Commission. Excuses are accepted for illness, exceedingly severe weather, great distance from School, and sometimes on account of the pressure of work in harvest time."

Failure of the Old System to do its Work.—Compulsory Attendance.

10. The State Superintendent of Michigan, in his last Annual Report to the Legislature of that State, says:—

"There are young men and women who were born in this State, and have been reared almost within sight of the School House that was always open to receive them, and yet to-day are unable to read and write. If there is anything which makes every lover of our free institutions sick at heart, it is to be transacting business with a young man, a fellow citizen, and when some Paper is drawn requiring his signature, to learn that he is compelled to make his mark, and this, too, notwithstanding that he has spent his whole life within reach of a School. The next question which is to engage the attention of the Legislature that is of vital importance to the educational interests of the State is how to secure the constant and regular attendance of all the children upon the Public, or Private, Schools. The question is a grave one, but one that must be met and rightly solved. The word compulsion grates harshly upon the ears of free-men, and its meaning grates more harshly on their sensitive hearts. It may be found, however, that the system of Compulsory Education is one not to be so much dreaded as has been supposed. Those who have thought most upon the subject are looking with favour upon the system. Every thoughtful man is coming to see the danger that imperils the Nation if so large a proportion of the people are suffered to grow up in ignorance. The question is really resolving itself into this:—Shall we have education, even if it be in a certain sense compelled, and a strong and noble country, or ignorance and anarchy?

Defect in American Systems as Compared with the European.

"To those familiar with the best Systems of Education in Europe, our System presents one sad defect: they see that not one half of the children of this Country attend

School with any regularity, and that there are thousands upon thousands who never see the School Room at all. One of the prominent Educators from Europe, in an Address at the Cooper Institute, after praising very much many things he had seen in this Country, said: 'That in general our System of Education was the best in the world, but it needed one thing to make it perfect, and that is, that Education should be made compulsory.' 'I should be uncandid,' he further said, 'if I did not frankly tell you that North Germany and Switzerland excel you in the thoroughness and universality of their Systems, and this, I believe, is entirely owing to the fact that in those Countries the Parent has not the right to deprive his child of the excellent training which the State has provided. When the Parent fails in his duty, the State stands in *loco parentis;* and this is what you chiefly need to perfect your educational system.' In Sweden, Education is compulsory upon all classes, whether rich or poor, or whether living near to, or distant from, School. Every child must continue his studies until he has become proficient in certain branches. The least that is required embraces Reading, Writing, the elements of Arithmetic, the Catechism, Bible History, and Singing. Many of the children live at a great distance from School. The statistical Reports show that 20,000 nave to go from three to four miles, and 70,000 not less than two miles. This, of course, requires the whole day, leaving home in the morning and returning in the evening. Trivial excuses for absences are not allowed. The period of School life is not measured by years, but is determined by the progress made. There must be acquired a thorough knowledge of the required branches before any child can leave School. As a result, it is almost impossible to meet with a Swede, of either sex, who is unable to read and write, or to find a single Cottage, however isolated, even buried in the very depths of the forests, that is destitute of the Bible and other valuable Books.

"A recent Report of the School System of Sweden and Norway, and for which I am indebted to our American Minister at Stockholm, General C. C. Andrews, shows that ninety-seven per cent. of all children of schoolable age throughout that Kingdom were in attendance in some of her public or private Schools during the year 1869."

Discussion on the Subject of Compulsory Education in the United States.

"The subject of Compulsory Education is one that has called forth much discussion in the educational conventions of this Country for the past two years, and many conscientious and earnest men strongly advocate the policy of requiring all children entitled to the benefits of the provision made by the State for their education to attend some Public, or Private, School. The argument is, that granting that the stability of the Government, and the perpetuity of her institutions depend upon the intelligence of the mass of the people, that the same necessity that would justify the Government in coming into the family circle and taking the Father, Brother, or Son, and sending him into the Army to defend that Government against those who would overturn it, would equally justify the Officer of the Law in compelling the citizen of the State to educate his children so far that they may be qualified for good citizenship. If a judicious and conservative Law, compelling all Parents to send their children to School, between the ages of eight and sixteen, as long as free Schools are provided and accessible, could be enforced among our population, it would work good results towards diffusing Education among all classes."

A Sadder Aspect of the Question of Non-attendance at School.

11. In order to give the friends of Education in this Province the fullest information on some of the sadder, or graver, features, of this subject, I turn now to consider another aspect of this question.

General Eaton, the United States Commissioner of Education at Washington, in his Report to Congress for 1871, thus discusses the question of "Education and Crime." He says:—

"The Teacher who would understand fully the benefit of an early and proper education of the young, must include in his observations the effect of its neglect. He must not only go to the Workshop, the Editorial Room, the Publishing House, and the University, but observe carefully the population gathered in Reformatories and Prisons. He will recall the axiom, that whatever exposes men to commit crime is a source of crime. In 1866, there were 17,000 persons reported in the Prisons of the United States. Had the Teacher questioned these as to the cause of their crime, a very large proportion would have pointed either to total ignorance, or a neglect, or perversion, of education in their youth."

Results of Investigations on this Subject in the United States.—Conclusions.

12. In New England, the statistics on this subject have, in some cases, received considerable attention. Esteeming them measurably accurate, I have secured the preparation of an article on the relations of Education to crime in New England, from an able and scholarly Writer, and a careful Observer. In presenting his views, he gives, after a critical examination of the literature on the subject, the results of information obtained by personal visits and observations, and comes to the following conclusions:—

"I. At least eighty per cent. of the crime in New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life. In 1868, twenty-eight per cent. of all the Prisoners in the Country were unable to read or write. From three to seven per cent. of the population of the United States commit thirty per cent. of all our crime, and less than one-fifth of one per cent. is committed by those who are educated.

"II. As in New England, so throughout all the Country, from eighty to ninety per cent. have never learned any Trade, or mastered any skilled labour; which leads to the conclusion that Education in labour bears the same ratio to freedom from crime as Education in Schools.*

*In a letter from the experienced Director of the American Prison Association, New York, he says:—Agreeably to your request I re-state to you, in written form, what was stated in recent conversation with you.

1. Mr. Edwin Hill, of London, a candid and careful inquirer, who holds a high position in the Government, says that his investigations on the subject of criminality have satisfied him that there are born every day in Great Britain from six to eight children who, from the circumstances of their birth, and early surroundings in life, are virtually compelled to enter upon a career of crime.

2. I have lately received from Count Sollohut, of Russia, a letter giving the results of an experiment in prison discipline, conducted by him in Moscow. For six years, that is from its origin, he has been Director of the House of Correction and Industry in that city. Within the period named, more than 2,000 Criminals have passed through the Establishment, and been discharged from its custody, only nine of whom—less than half of one per cent.—have been returned to it for criminal acts. You will be curious to know how so extraordinary a result has been accomplished. The Consul's Letter explains it. Not only is every Prisoner required to learn a Trade, but he is permitted to choose the Trade he will learn. So long as he continues an Apprentice, he is allowed no share in his earnings; but as soon as he has mastered his business a part of the income from what he produces, by no means inconsiderable, is his own, but is not given to him until the time of his liberation. Count Sollohut assures me that the intelligence and zeal of the Apprentices in mastering their several Trades are such that instances are not rare, in which it is accomplished in six months! So potent a thing is hope, and the prospect of bettering their condition, even as Criminals. The first general result of this system is, that fully nine-tenths of the Prisoners in this Jail master a Trade so completely that, on their discharge they are capable of taking the position of Foreman in a Shop; and the second is, that there are scarcely any relapses; but, on the contrary, those who have been subjected to its discipline are, almost to a man, through the Trades they learned in Prison, earning and eating honest bread.

You will agree with me, that the second of the facts related above is as cheering and hopeful, for fallen humanity, as the first is deplorable and disheartening. If Prison Officers, by a wise application of energy, can accomplish such results as those recorded by Sollohut, surely society, by the use of a like wisdom and zeal, may so adjust its arrangements as to afford a substantial remedy to the state of things alleged by Mr. Hill to exist this moment in England.

New York, 1871. E. C. Wines, LL.D.

"III. Not far from seventy-five per cent. of New England crime is committed by persons of foreign extraction. Therefore, twenty per cent. of the population furnishes seventy-five per cent. of the criminals. It is noticeable, however, that the Emigrant coming hither with education, either in Schools, or labour, does not betake himself to crime.

"IV. From eighty to ninety per cent. of our Criminals connect their courses of crime with intemperance.

"V. In all Juvenile Reformatories ninety-five per cent. of the Offenders come from idle, ignorant, vicious homes. Almost all children are truant from School at the time of their committal; and almost all are the children of ignorant Parents. These children furnish the future inmates of our Prisons; for 'Criminals are not made in some malign hour, they grow.' In the face of these facts, what can be said but this:—Ignorance breeds crime, Education is the remedy for crime that imperils us."

13. The following will illustrate the extent and minuteness with which statistics are gathered in other Countries, showing the illiteracy of criminals:

Country.	Reading.					Writing.				Arithmetic.				Grammar.			
	Well.	Tolerably well.	Poorly.	Only knew letters of the Alphabet.	Entirely ignorant.	Well.	Tolerably well.	Poorly.	Entirely ignorant.	Well.	Knew the elements well.	Knew the elements tolerably well.	Entirely ignorant.	Good.	Middling.	Poor.	Number of prisoners examined.
Saxony.....	230	768	218	39	28	173	657	381	73	183	635	443	13	161	1,005	118	1,284
Wurtemburg.	....	....	....	....	1	....	....	....	19	....	....	....	....	....	.....	....	2,091

Bavaria.—Curious Statistics.—Churches. Schools and Crime.

Provinces.	Number of Churches to every 1,000 Buildings.	Number of School-houses to every 1,000 Buildings.	One School-house to how many inhabitants?	Average of Crimes to every 100,000 inhabitants.
Upper Bavaria.....	14.9	5.4	502	667
Lower Bavaria.....	10.1	4.5	508	870
Palatinate.....	3.9	10.8	230	425
Upper Palatinate.....	11.1	6.2	379	690
Upper Franconia	4.8	6.7	412	444
Middle Franconia.....	7.1	8.3	309	459
Lower Franconia	5.1	10.4	176	384
Suabia	14.6	8.1	435	609

Necessity for More than "Fact-Knowledge."—The Moral Nature.

14. Doctor Taylor Lewis remarks with great force:—

"Experience has abundantly shown that no amount of mere fact-knowledge, or of scientific knowledge, in the restricted modern sense of the term, can give security that the man possessing it may not turn out a monster of crime, and a deadly scourge to

society. Of itself, we mean, or in its direct effects; for, as an aid to a higher position among men, and thus, as furnishing a worldly motive to correct outward behaviour, it might, undoubtedly, operate as a salutary check.

"The same may be said of the pursuit and acquisition of wealth, or of anything else that gives rise to a worldly prudence taking the place, for a time, of moral principle. When this, however, is not the case, or such an education gives less distinction, by being more and more diffused, then, instead of a check, it may become a direct incentive to crime, by creating increased facilities for its commission.

Regular Training Schools of Crime.

"Evidence is constantly accumulating that the processes of the Burglar, of the Incendiary, of the Counterfeiter, of the Poisoner, of the Railroad Destroyer, and of the Prison-breaker, etcetera, are actually making progress with the progress of crime. They are becoming arts, but we cannot rank them among the elegant, or useful.

"There is reason to believe that before long Books may be written upon them, and that there may be such a thing as a Felon's Library.* The same may be maintained in respect to what may be called the more speculative knowledge. When wholly destitute, as it may be, of moral truth and moral intuitions, it may only wake up the dormant faculties of the soul for the discovery of evil, and make them all the more acute for its perpetuation."

As Education Advances, Crime Diminishes.

15. The State Superintendent of Kansas illustrates another fact in the following language:—

"Ignorance is the fostering mother of vice. The relation of cause to effect which binds ignorance to crime is now a fact, demonstrated by the unerring figures of statistics. In proportion as Education advances in a Country, the number of Criminals diminishes.† Crime and ignorance, masked day by day, go hand in hand by night, to perform deeds of wickedness and shame."

XII. Superseding School Section Divisions and Establishing Township Boards of Education.

Since the date of my last Report, I am glad to observe that a movement has been made, in various parts of the Province, towards the abolition of School Section Divisions, and the establishment of Township Boards of Education.

Ever since 1850, there has been a provision in our School Acts for the establishment of Township Boards, as contained in the Thirty-second Section of the Consolidated School Act; but, as that Section is worded, no such Board could be established unless a majority of the votes in every single School Section of the Township was in favour of it. It has happened that out of twelve School Sections in a Township, the majority of the Rate-

*As if to show Doctor Lewis a true prophet, a Telegram of November 2nd states that the police, in breaking up an organized band of House-breakers, near Chillicothe, Ohio, found, among other articles, a number of Books for the instruction of novices in the art of Burglary.

†The interesting Report of M. Duruy upon elementary instruction in France gives conclusive figures upon this subject. Thus, in comparing the period 1828-1836 with 1838-1847 we find that the whole number of Persons under twenty-one years accused of crime had diminished but 235; while, in comparing the decade 1838-1847 with 1853-1862, the number had decreased 4,152, almost eighteen times as many. In 1847, Persons under sixteen were tried at the Court of Assizes; in 1862, there were but 44. In Germany, in Prussia, as instruction is improved and extended, crime diminishes. In the prisons of Vaud, Neufchatel and Zurich there are but one or two prisons; they are often empty. In Baden, where, within thirty years, much has been done to promote education; from 1854 to 1861, the number of prisoners decreased from 1,426 to 691; some prisons were closed.

payers in eleven of them voted for the establishment of a Township Board; but the majority in one Section voted against it, and thus defeated the wishes of eleven-twelfths of the Ratepayers. Under these circumstances, the Thirty-second Section of the School Act has remained a dead letter for twenty years, except so far as one Township, (Enniskillen), is concerned—although a large majority of the County School Conventions, on two occasions, have voted in favour of Township Boards. The Law was, in 1871, wisely altered so as to leave the question to the decision of the Ratepayers in a majority of the School Sections of a Township. Should, therefore, the vote of a majority of the Ratepayers in a Township be favourable to a change, the Municipal Council of such Township is authorized to form the Township into one School Municipality, under one Board of Trustees, (as is the case in Cities, Towns, and Villages), doing away with the great inconvenience of separate School Section Divisions and Rates, and giving to Parents the right to send their children to the School nearest to their residences.

Success of Township Boards in Various American States.

1. After trying the School Section System for some time, Massachusetts, Pennsylvania, Ohio, Iowa, Wisconsin, and other States, have adopted the Township Board System, and pronounce it immensely superior to the School Section System. In the State of New York, a compromise System is authorized by the School Law; that is, one or more School Sections can "either severally, or jointly, resolve themselves into Union Free School Districts, with Boards of Education, having authority to grade and classify the Schools under their charge." From the Report of the Superintendent of Public Instruction for 1870, we learn that there are now 250 such united Districts in the State; of them, he says:—

"Having had frequent occasion to examine the provisions of this Law, (*i.e.*, the 'Union Free School Act'), and being somewhat familiar with its workings, I am of the opinion that it is the best School System yet devised for all localities where the number of Scholars, as in Villages, is sufficient to admit of a thorough classification."

The Reverend Doctor, (now Bishop), Fraser, in his Report to the English Commissioners, says:—

"In the State of New York, Union Schools, [or united Sections], appear to be the most popular and flourishing of all the rural Schools."

In this Province, the Township Council, if the experiment should not prove satisfactory, can, at any time, repeal its own By-law establishing such Board.

2. *Connecticut.*—The Secretary to the State Board of Education in Connecticut, thus graphically illustrates the comparative effects of the adoption of the Township over the School Section System in that State. In order to understand the facts as stated, I have found it necessary to change the words "Town" to Township, and "District" to School Section, where they occur in the following extracts:—

"The tendency to manage Schools Township-wise is growing. More Townships united their School Sections last year than in any former one. Once united, they stay so. At least, there is no instance where a Township has taken this step, and, after grading any of its Schools, gone back to the School Section plan. Let public sentiment advance as it has done for five years, and the School Section System will soon be abandoned. The people are fast learning the economy and efficiency of the Township System. They see that it favours the wise expenditure of the public money, gains better and more permanent Teachers, longer Schools, and helps the poorer and outlying School Sections. The Township System, too, lessens the frequency of tax Assessments and Collections. Many a School House is going to decay because the funds requisite for

such purposes would necessitate a Section Tax. The expense of the assessment and collection of such a Tax makes too large a share of the Tax itself. In most of the Sections, the amounts thus provided were very small. So small, that it would have been wiser and more economical for the Township to pay the bills. . . . Facts on this subject are better than theories. I have, therefore, requested one of the School Visitors of Brantford to describe the effects of the change in that Township. His published Letter shows what they did, how they did it, what they gained by it, and why they voted almost unanimously 'not to go back.' It will be seen that, prior to the union, there was much ill-feeling in regard to School matters, that the discipline was deplorable, average attendance low, and the Teachers changed generally every Term; under the new System, the people are better satisfied. School Committee and Teachers more permanent, Schools graded, Terms lengthened, the motion made at the last Annual Meeting to reduce the School year from forty to thirty weeks not receiving a single vote. The average attendance has improved twenty-five per cent. Scholarship wonderfully improved—one hundred per cent. better than it was four years ago."

3. *Massachusetts.*—The late Horace Mann, so noted for his enlightened views on Education, deprecating the District or School Section System, says:—

"I consider the Law authorizing Townships to divide themselves into [School Sections] the most unfortunate on the subject of Common Schools ever enacted in the State [of Massachusetts]. In this opinion, ex-Governor Boutwell, the eminent Educationist of the same State, concurs, and hopes that the day will speedily be seen when every Township, in its municipal capacity, will manage its Schools, and equalize the expenses of Education."

Practical Experience of Maine, Massachusetts and Vermont.

4. The State Superintendent of Maine, in his recent Report, devotes a considerable space to the discussion of the Township *vs.* School Section System. He says:—

"I submit the following argument against the Section System, and in favour of the Township plan—an argument drawn from the experience and best thoughts of Massachusetts and Vermont. For the past three years, I have urged upon the citizens of Maine, the desirability and necessity of adopting the Township System of School organization in place of the Section System, if they desired to attain higher and larger School results than at present. Lewiston, Auburn, Lisbon, Orono, and a few other Townships, in which the educational sense is lively, have abolished the Section System, and adopted the Municipal form, with the happiest results, and with especial advantage to the outlying rural Districts. Such has been the consequence wherever the change has been made, better School Houses, superior teaching, and longer School Terms.

"The Western States have never allowed the School District un-system to be engrafted upon their educational enterprises. Our eastern Educators, emigrating westward, have carefully avoided this element of inequality and disintegration in building up the 'Daily Public School' for our younger sister States. Even Massachusetts, who gave us the doubtful legacy of the District System plan, abolished the same in her own School System, and, although she subsequently gave the Towns the privilege of returning to the 'old ways,' but fourteen Towns, [Townships], in the entire Commonwealth availed themselves of the opportunity. These were remote, sparsely settled Towns, generally cut into Sections by natural barriers, forbidding an advantageous unification. We have an ardent desire, therefore, to remove all obstacles to the highest possible realization in our educational efforts.*

*In another part of his Report the Superintendent of Maine thus illustrates the character of this progress under the Township System: he says: "Quite a number of the Townships raised the current year more money than ever before, much more than required by law, for the support of the Schools. Lewiston has provided herself with a Superintendent

"*Life and Progress.*—Teachers understand how impossible it is to secure in a small School, or in a small Class, that healthful and proper stimulus which is almost an incident to the large School or the large Class.

"The small Section fails to secure that aggregate of interest on the part of the inhabitants toward the School which is essential to make it successful.

"*Unity the Rule.*—The State, [Province], is a unit for certain purposes. The Township is a unit for certain other purposes. For almost every purpose the Township has been found to be the true unit. Indeed, in several respects, in the educational part even, the Township System prevails. Would it not be wiser to make the Township a unit for educational purposes?

"*Competitive Examinations.*—Making one Central Board of supervision would render possible Competitive Examinations, which are now practically impossible. Such Examinations would immediately shut out the most incompetent of our Teachers. They would discourage mere Girls, scarcely beyond the age which the Law designates as infancy, from seeking places in our Schools as Teachers, when they should be there as Pupils.

"*Better Teachers.*—Again, a better class of Teachers would be secured in the smaller Sections. It could not be expected that all the Schools of a Township would be of equal size. The larger ones, the Village Schools, as now, would secure the Teachers without regard to expense.

"*Permanence of Teachers.*—This change of supervision would tend to remove the evil of a constant change of Teachers. Permanency of supervision would result in permanency of Teachers. The frequency of change in Teachers is a great evil. Each Teacher has his own ways, and it takes some time to get out of the old ways and into the new, and quite a portion of each Term is spent in getting started. It thus happens that a Term is one-third spent before the work is well begun. It requires a Term of ordinary length for a Teacher to become familiar with the peculiar characteristics of his Pupils. No very efficient work can be done till this is known. He has first to learn their needs and their capacities, before he can adapt his instruction to the necessities of each Pupil. An ordinary Teacher, who has taught a School for one Term, will do more for that School than one of superior endowments and requirements, who is an entire stranger to the wants of the School. Perpetual change of Teachers and Inspectors of Schools utterly ignores the value of experience.

"*Evils of the Change of Teachers.*—Ex-Governor Boutwell, afterwards the experienced Secretary to the Massachusetts State Board of Education, thus depicts the evils of a change of Teachers under the School Section plan. He says:—

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at an annual salary of $2,000 and travelling expenses. She is also taking steps to make her education more practical by putting into it an Industrial element. Already her Public Schools are the best in the State. But the greatest educational achievement of the year is the abolition of the District System, by the Town of Lisbon, by which Act the Town became the owner of all the School-houses, the Schools of the same length, with the whole management of the Schools in the hands of the Superintending School Committee. Having voted to abolish the District System the Town, believing it would be judiciously expended by the Superintending School Committee, then voted to raise fifty per cent. more money than required by law for the support of the Schools, which gives three good terms of School the present year. Old School-houses have been repaired and new ones built. Lisbon has now four new School-houses that cost $12,000 in the aggregate, and while I regarded her Schools, less than three years ago, as among the very poorest in the County, they are now, thanks to her public-spirited citizens, and her very efficient Superintending School Committee, far ahead of all others in the County, excepting the Schools of Lewiston and Auburn, the two other Towns in the County which have abolished the District System. I am fully satisfied that with an intelligent discussion of the subject, a large part of the Towns in the State would at once abolish the District System, and thus double the efficiency of the Schools, with not more than one-tenth part of the present trouble in their management. And without this abolition I am also fully satisfied there can be no great and steadfast improvement of the Schools.

"Practically the School Section System denies the value of experience. Each year sees a new Trustee and each Term a new Teacher. The experience of a year is often rendered valueless by the election of a new Trustee; and the Teacher labours for a single Term, commencing without a knowledge of what the Pupils have previously accomplished, and ending without an interest in their future. Under these circumstances, it is not strange that Section Schools are kept, Term after Term, and year after year, without an appreciable increase of power. The quality of the School depends upon the character of the Teacher; and the character of the Teacher depends upon accident, or the caprice, prejudices, or convenience of the Trustee. Each Teacher brings into the School his own ideas of teaching, and after two, three, or four months, he goes away, and his place is taken by a stranger who introduces new methods, without the judgment of anybody concerning their relative value.

"*Equalization of Taxation.*—Again, this change would result in an equalization of the burden of supporting Schools. It now costs each Tax-payer in a small Section more to support a poor School than it costs the Tax-payer in the larger Section to support a good School. Statistics show that the expense per Pupil increases in the inverse ratio as the size of the School diminishes. Why should not taxation for the support of Schools be equalized? Equity demands that it should.

"*Division of Labour.*—No one, I suppose, at this day assumes to doubt the wisdom of the application of the principle of division of labour, as applied to the Mechanical pursuits. The Manufacturer who should require each Workman to make all parts of a Watch, would find that he could not compete with his rival who put each Workman upon a single piece; even in the manufacture of Boots and Shoes, where no great mechanical genius is required, it is found to be economy to allow each man to do a distinct part, so that the Boot, or Shoe, is not the work of one hand, but of several. If this be economy in the Mechanical pursuits, how much more apparent is the wisdom of applying this principle to the more delicate and responsible work of developing and training the human mind?

"*Classified Schools.*—Now, this is the principle upon which the graded Schools is based. It is found that the Teacher who teaches a few branches, and concentrates all his time and efforts upon these branches, can give more efficient instruction than the one who attempts to teach all. It is upon this principle, in part, that each College Professor has his distinct department. This, however, is not the most substantial argument in favour of grading Schools. A graded School is simply a classified School. It requires just as much time to instruct one individual as to instruct a Class; just as long to instruct a Class of three as a Class of twenty. If your School has as many Classes as individuals, and this often happens in small Schools, the Teachers' time is frittered away to little purpose. No School whose Curriculum comprises all the Studies from the A B C to the highest branches taught in the Public Schools, can be thoroughly classified without having more Classes than the Teacher can well instruct.

"*Unclassified Classes.*—It is impossible for any Teacher to adapt his instruction to the varied capacities and diverse accomplishments of unclassified Classes, but, if well classified, each individual inspirits the other. Mutual labour and mutual sympathy are powerful stimulants, especially to the young. Each spurs and supports the other, and industry and diligence are secured in all.

"*Specified Work for Each Class.*—Again, the graded School furnishes additional inducement to effort in this way:—Each Class has its specified work, and no advancement to a higher grade can be secured until that work is done. Each grade is a position which cannot be reached except by passing step by step over all the intermediate ground. The Pupils in each grade have the perpetual incitement of their more advanced associates. From one grade to another is to them a long stride. It seems a thing

worthy to strive for. Now, these stimulants are especially needed by slow and not over-gifted minds, and to this class a majority of children belong. The result is, that progress is far more rapid and thorough in a graded than in an ungraded School.

"*Systematic Instruction.*—Still, again, the graded system secures a systematic course of Education. Each Pupil does not for himself, nor can his Parents for him, elect this Study, or that, as whim, or caprice, may dictate. He must take each in due time and order. That Course of Study is prescribed which will secure the best and most symmetrical mental development, embracing those Studies a knowledge of which is likely to prove of the most practical benefit to the Pupil in the business pursuits of after-life.

"*Intelligence and Value of Property.*—Take another important view of the case. Go into any of our Townships which have been blessed with a good School for thirty, or forty, years, and you will find the aggregate of intelligence to be far greater than in those Townships which have enjoyed less educational facilities. Is the intelligence of its inhabitants nothing to a Township? Is not the expenditure which shall secure this a good investment? True, we cannot estimate it in money, yet it is an investment that will make its return in kind. It is an invariable rule that the percentage of increase of valuation of property in any community is in direct ratio of the increase of intelligence and virtue. Every citizen of extraordinary intelligence, or extraordinary virtue, enhances the value of all property of the Township in which he lives. By just so much as you add to the virtue and intelligence of the inhabitants of the Township do you add to the value of its acres."

Amendment to our own School Law relating to Township Boards of Trustees.

One or two difficulties have been experienced in giving effect to our own School Law on the subject.* These difficulties, and a mode of overcoming them, have been pointed out by one of our Inspectors, (Mr. D. J. McKinnon, of Peel), as follows:—

"I have expressed my belief that under the Township System, Schools might be so placed that every child in the Townships of Toronto and Chinguacousy would be within two miles of some School. This might be done by planting Schools ten lots apart one way, and four Concessions the other, with one in the centre of each, (almost), square, thus giving two Concessions, (1¾ miles), as the maximum distance to be travelled by any child.

"Another great advantage of the Township System would be the equalization of Taxation. The present System is most unjust, some Sections in the County having double the amount of rateable property that others have, and consequently requiring to pay each man less than half the Taxes for the same class of School.

"But what about the new and good Houses already built? Will those who have paid some $40 apiece for School Houses in their own Sections be required to turn round and pay their (say) $20 additional for similar Buildings in other parts of the Township? This would assuredly be most unfair as men in Sections that have been enterprising enough to put up expensive Houses would have paid some $60 for Schools belonging to the whole Township, while their neighbours, whose present Schools were built some thirty years ago, would get off with $20! But, fortunately, the remedy is simple. Let the Township Board buy up all the School property of the various Sections at a valuation, so that the value of such property shall be deducted from the building Taxes of those who have paid for it, and thus evenhanded justice is done.

"But what of the fairly good School Houses—those not quite coming up to the requirements of the Law, but yet too good to throw away entirely? Make them into Teachers' Residences. A partition, or two, run through, and a kitchen attached, will

*The same difficulties, in giving effect to the law, are, no doubt, experienced by other Inspectors, so that the example and illustrations here given, may be taken as a fair specimen of similar difficulties in other parts of the Province.

convert the most of them into very comfortable little Houses, and this would be by no means a useless investment, for fully one-third of the Teachers at present engaged are married men; and I have known of several instances during the past year where a good School has been refused by a good Teacher simply because he could not get a House."

"In a Memorandum addressed to the Government last year on some amendments to the School Law, the following Suggestions were made:—

"The 14th Section of the School Act of 1871 might be amended so as to provide that School Sctions which have erected good School Houses of a certain valuation to be determined, should be exempted from Taxation for new Houses in other parts of the Townships where this had not been done. It might be well to consider whether it would not be better further to amend the Law, so as to authorize two, or three, of the existing School Sections, (according to the size of the Township), to unite and elect one Member to the Township Board, to retain the existing boundaries, (subject to alteration by the Board), for Taxation purposes, but to abolish them so far as they now restrict the right of each Ratepayer to send his child to the School of the Section in which he pays School Rates."

Disadvantages of a School Section, and the Advantages of a Township Board, System.

The following is a summary of the evils of a School Section System, as has been stated at length in the preceding pages:—

1. Total lack of efficient supervision.
2. Constant change in the Schools as supervised.
3. Many badly qualified Teachers.
4. Constant change of Teachers.
5. Lack of interest in Schools on the part of Teachers and Trustees.
6. Employment of relatives as Teachers, often without any regard to proper qualifications.
7. Small Schools in too many Sections.
8. Short School time in small Sections.
9. Employment of immature and incompetent Teachers in small Sections.
10. Miserable School Houses in many Sections.
11. Irregular attendance of Pupils.
12. General lack of facilities to aid the Teachers.

The Advantages of a Township System.

The following are given as some of the desirable results to be realized by abandoning the Section System, and placing the Schools under the care of a Township Board:—

1. It would secure just as many Schools as the necessities of the community demand, each being an integral part of one central organization, and adapted to the wants of individuals.
2. It would dispense with a large number of School Trustees, Collectors, etcetera.
3. It would establish a uniform rate of Taxation over the entire Township.
4. It would furnish more uniform and equal advantages and privileges to every resident.
5. It would allow the child to attend School where his own interests would be best conserved, with no restraint, save what the general interest might require.
6. It would prevent endless difficulties and strife about School Section boundaries.
7. It would diminish the aggregate expenditure for Schools.
8. It would secure a more efficient System of School Inspection and Classification.
9. It would secure a permanency of the advantages of supervision.

10. It would secure greater permanency of Teachers.

11. It would secure a better class of Teachers.

12. It would secure better compensation to competent Teachers, and less employment for incompetent ones.

13. It will secure better School Houses.

14. It will secure greater facilities to Teachers for reference and illustration.

15. It will enable Townships to establish graded Schools.

16. It will secure uniformity of Text Books in the Township.

17. It will result in more uniform methods of teaching.

18. It will secure the establishment of a Course of Study, and will tend to keep Pupils longer in School.

19. It will secure to the Education Department more reliable statistics.

20. It will insure Schools in every Section of the Township, and prevent a bare majority from depriving a respectable minority of School privileges.

21. It would insure a larger aggregate of interest on the part of the community in each School.

22. It would render possible Competitive Examinations.

There is no gainsaying the force of the argument presented by the above points, all of which are susceptible of the clearest proof and demonstration. Nothing but apathy and prejudice can prevent a reasonable person from seeing that they are conclusive in favour of a change.

V. Additional Normal Schools for the Province.

1. It is gratifying to observe that one of the most important results of the operation of the School Law of 1871 has been the almost simultaneous demand all over the Province for additional Normal Schools. I will now devote a short space to the illustration of the value of training, and will then refer to what is doing elsewhere in this direction.

Impulse Given by a Uniform Standard of Excellence in Examination.

2. The impulse which the recent Examinations of Public School Teachers throughout the Province has given to the profession, can scarcely be over-estimated. When brought to the test of a uniform standard of excellence, many Teachers throughout the Province felt that they were much below that standard, and a desire sprang up among them that they should avail themselves of the advantages of Normal School Training without delay. Hence the desire for the establishment of additional Normal Schools at various places in the Province. I had suggested to the late Attorney-General Macdonald, that he should take steps for the establishment of these Schools. He concurred in the suggestion, and the intentions of the Government on the subject were intimated in the Speech from the Throne, in December of last year. Various circumstances prevented the carrying out of the suggestion during that year, but I am glad to know that steps will now be taken to give it effect, and to establish two, if not three, new Normal Schools, at as many different parts of the Province.

The Value of Normal School Training in Ontario.

3. We have in our own Province abundantly demonstrated the value to the Normal Schools, and to the profession of teaching, of the Toronto Normal School, established in 1847, and so successfully conducted for the last twenty-five years.

There are many among us who remember not only the inferior character of the teaching practised in most of our Schools twenty-five years ago, (although there were many excellent individual Schools), but also the characterless class of very many of the

Teachers who were freely employed all over the Province. Men who had failed in other pursuits, men who had no adaptation to the work, and men who had scarcely mastered even the merest rudiments of Education, were in numberless Schools set over the youth of the Country, and were without question entrusted with the responsible, and almost sacred, duty of training the future men and women of the land. There were in many cases noble exceptions, in which men of sterling character, and unexceptional attainments, were employed; and these Teachers and their labours are remembered with gratitude in many neighbourhoods to this day. From the ranks of these Teachers, and of the intelligent youth in the various Counties, our Normal School was first filled. The effect of the training of the early Normal School Students, under the lamented Mr. T. J. Robertson, the first Head Master, was soon felt. Not only was the character of the teaching in the Schools, where these Students were employed, at once elevated, but soon the felt influence of their improved methods of teaching was extended to other Schools. The demand for the better trained Normal School Students, caused the Salaries of the Teachers generally to be gradually raised; and, happily, although too slowly, the Salaries of Members of this important profession have since continued to advance.

Necessity and Importance of Normal School Training.

4. I shall now illustrate the necessity and importance of Normal School Training, from two or three sources. The Superintendent of Public Instruction in the State of Minnesota, very properly remarks:—

"Something besides technical knowledge is necessary to enable an individual to perform successfully the responsible and difficult work of teaching, and this something must be secured, either by unaided efforts in the practice of teaching, or by preparatory training in a School established for the purpose.

"It is not denied that experience will make excellent Teachers. While it is admitted that many persons make in time excellent Teachers—industrious, conscientious, ambitious, and skilful—this success is attained at great cost to the people, who pay the expense of the Schools and the children who attend them. The Pupils under such inexperienced Teachers answer to the raw material practised upon by the unskilled hand of an Apprentice. It should be self-evident that the profession of the Teacher does not stand alone, requiring no preliminary induction into the mysteries of the art."

Necessity of Training for the Profession of Teaching.

5. The Honourable J. P. Wickersham, State Superintendent of Schools, in Pennsylvania, speaking of the great necessity for a supply of properly trained Teachers, uses the following language:—

"Few will, at this day, seriously question the truth of the assertion, that Teachers need preparation for their work. They must either learn to teach by experimenting upon their Pupils, or by undergoing a preparatory course of instruction."

Mr. Niles, another writer, in speaking of the necessity of proper training for the profession of teaching, thus forcibly refers to the infliction caused by unskilled Teachers in the Schools:—

"We should constantly impress upon the mind of every Student who expects to teach, that no Pupil from the Public School, Graded School, College, or University, is fitted to begin teaching in the primary department of the Village School, or even in the poorest Log School House in the backwoods, until he had added to all other natural and acquired qualifications, a knowledge of the great art of teaching."

Time Lost in the Normal Schools from want of Literary Qualification on the Part of Students.

6. Owing to the very limited scholarship of those who have applied for admission, the Normal Schools have been obliged to begin their work of Education far down, to consume much time in giving Students a knowledge of the elements of English Grammar, Geography and Arithmetic. It has been found necessary to drill almost every Student in the branches, which the Law requires to be taught, before he could take instruction in methods. So long as the grade of scholarship is so low as to make this course unavoidable, a large number of trained Teachers cannot be expected.

The True Province of the Normal School.

7. The Superintendent of Education of Iowa correctly observes:—

"It is the office of Normal training to develop, strengthen, and stimulate whatever latent talent the individual may have in various directions, and not to impart to him faculties which he does not possess.

"It is pre-eminently the province of the Normal School to drill in method, and enforce the underlying principles, which commend recent and improved methods to the acceptance of its Pupils. Indeed, as a plan for professional training, the instruction should be exclusively special, at least, as nearly so as circumstances will allow. The general Education should have been secured by the Applicant before he subjects himself to a course of Normal School Instruction. He comes to make search, under the direction of competent Trainers and Instructors, into the experience of the past, and puts himself down to a regimen of practice and criticism in Model Schools and elsewhere, upon such methods of instruction and School Government as shall best meet the wants, capabilities, and unfolding stages of the human mind."

VI. County Teachers' Institutes as aids to Teachers.

In the Upper Canada School Act, passed early in the year 1850, an appropriation was made "for the encouragement of Teachers' Institutes," which was intended to assist in defraying the incidental expenses of such Institutes, such as the accommodation, Stationery, Maps, Apparatus, and sometimes special Lectures to Teachers on special subjects. This is the mode in which they have been encouraged by public aid in the neighbouring States, where they have become an institution, and almost a regular branch of the School System.

I never acted upon this provision of the Law but once, namely, in 1850. That year, we dispensed with a Summer Session of the Normal School, and I got two principal Masters of the Normal School to conduct Teachers' Institutes in the several Counties of Upper Canada.

But as there has been no proper classification of Teachers, or classified Programme of Studies, such as could be carried into effect, no Local Superintendents competent to conduct such Institutes, or Teachers of sufficient and acknowledged eminence among their fellow Teachers to designate for that purpose, I had thought it would be useless and a waste of time and money to recommend them, and to aid in defraying their expense. But now there are experienced and distinguished Teachers as Inspectors, and others in each County of sufficient qualifications to assist in conducting such Institutes, and as several informal ones have been held with good results during the past few months, I have thought the time arrived when their agency might be usefully introduced for improvement of Teachers, and especially in teaching those subjects of elementary Science now required to be taught. Under these circumstances, I have recommended that the provision of the School Act of 1850 be acted upon to a limited extent during the year 1873.

Object of the Teachers' Institutes.

A Teachers' Institute is a meeting of Teachers assembled two, four, or ten days, or two, or four weeks, for the purpose of improvement in their profession. During each evening of such Institute, a Public Lecture is usually delivered on some subject connected with Public School Education. It is suggested that during each day, the Teachers composing the Institute be either formed into Classes, for School Exercises, under able Instructors, or to discuss the modes of teaching the various subjects of Common School Instruction, and School Organization and Discipline.

The subjects which should engage attention during these exercises ought to be, chiefly, the Methods and Principles of Teaching, Reading, Writing, Arithmetic, Orthography, Geography, (with Mapping), Natural and General History, Grammar, and, in some instances, perhaps, higher subjects; also School Government and Discipline. Some of these subjects may occupy much less time and attention than others, according to their relative importance; and as circumstances suggest, collateral subjects may on some special occasions, be introduced; but the proceedings of such Institutes will be governed by Regulations to be prepared.

Desire and Necessity for Teachers' Institutes in Ontario.

Within the last year or two, a great desire has been felt among Teachers in this Province for the establishment of County Teachers' Institutes. This feeling has arisen chiefly from two causes:—1st. The institution of a more extensive, simultaneous and thorough System of Examination in the several Counties has demonstrated to Teachers the necessity of making additional efforts to qualify themselves for passing that Examination; and 2nd. The desire of many Teachers who have been for many years in the profession to avail themselves of the advantages of such a valuable and suggestive help as that of an Institute, rather than attend and submit to the routine of a Normal School, with their younger brethren. As a substitute for a Teachers' Institute, the County Teachers' Associations have, as a general rule, held Meetings, or Conventions throughout the Country, to discuss subjects of study and matters pertaining to their profession. At some of these gatherings, Resolutions have been passed, urging the necessity of establishing Teachers' Institutes. In the County of Huron, the following Resolution was passed:—

"That, under the present System of Examination, it is essentially necessary to have some connecting link between our Schools and Examining Boards, to provide professional training for such Teachers as do not attend the Normal School. Believing, therefore, that Teachers' Institutes, properly conducted, would tend to systematize the whole work of Public Schools throughout the Province, we would strongly recommend the formation of County Institutes, to be held immediately before the Summer Examinations, attendance at such Meetings to be noticed on awarding Certificates."

The County of Durham Teachers' Association also unanimously passed the following Resolution:—

"Being fully impressed with the importance of having trained Teachers, we would most respectfully and earnestly impress upon Government the necessity of establishing County Institutes for the training of Teachers."

Great Value of Teachers' Institutes in Awakening Interest.

[NOTE.—I have selected on the subject of Teachers' Institutes valuable remarks by the most experienced Educationists in the United States.]

The following testimony as to the great influence of Teachers' Institutes on the Teachers' profession, and in promoting educational zeal, is of interest and value. The Superintendent of one of the neighbouring United States says:—

"If any one doubts the utility of County Teachers' Institutes, such an acquaintance with their practical workings and results as I have enjoyed during the last four years would effectually remove such doubts. In some Counties the first real impulse to the cause of Education dates from the first Institutes held in them. They have done incalculable good. Not only has the enthusiasm of Teachers for their profession been kindled by them, their ideas enlarged, and their knowledge of methods increased, but the interest of Parents and the public generally awakened in behalf of the cause of popular Education. 'They have saved many an inexperienced Teacher from despondency and failure. They have placed in many hands the key of success for lack of which they had groped in darkness. They have sent many weary hearts back to their School Rooms, full of the inspirations of hope. They have imparted to each one the collected wisdom and experience of all, and thus reduplicated the teaching power of a whole Country. They have so held the mirror of true excellence, that all could see in what it consisted, and thus enable many a community to judge and act more wisely in the choice of Teachers. They have been the forums where popular errors and fallacies have been discussed and exposed, and great truths in educational philosophy have been vindicated.'"

The United States Commissioner of Education at Washington, in surveying the educational field in the various States, remarks:—

"It is gratifying to observe how widely and uniformly the Teachers' Institutes have been employed through the Country for the improvement of Teachers, and through them of the Schools. Many of the ablest Teachers and Educators have contributed to their success. For many Teachers they are the only source of correct ideas in regard to methods of Instruction, Discipline, and School Management. They scatter the gems of the best thought upon Education, and, by the general attendance of the citizens of the places where they are held, contribute greatly to improve the public mind, and correct and elevate the educational sentiment."

Stimulating Effects of Teachers' Institutes.

The Superintendent of Iowa, thus describes the effect of Teachers' Institutes in his State:—

"In some of the Counties, the Institute season has been made the occasion of enthusiastic revivals, so to speak, of energies long languishing; and we have been informed that the effect on the Teachers' profession in those localities, and on the School Officers, and on the condition of the Schools, has been electric. Such results must follow from Institutes when properly conducted. In accordance with their original intent, they are thus demonstrated to be, not only an indispensable link in that admirable System of State Supervision, which keeps the machinery of popular Education running; but also and chiefly a stimulus to the Teacher, and through him a mighty agency for arousing and shaping all the School elements of the Country. The Framers of the Law have borne testimony to the value they place upon this part of the School work, by providing that a Teachers' attendance upon an Institute, whilst the term of his School is in progress, shall cause no reduction in his stipulated wages; and that it shall even be made binding upon him, as a condition for his securing a Certificate, that he be in attendance, unless unavoidably prevented.

"I have met two hundred and forty Teachers in convocation in a single County. And it is a grand sight, and a privilege to be envied, to stand before an audience of such labourers in the cause of universal, free Education.

"One of the most prominent and judicious State Superintendents in the United States makes the unqualified assertion:—'No other agency has done more to strengthen and vitalize our system of public Education than the meeting of Teachers, School Officers and friends of Common Schools, known as Teachers' Institutes.'"

Who Should Conduct Teachers' Institutes.

"In Iowa, the management of Teachers' Institutes is, by Statute, put into the hands of the County Superintendent, and is, of course, the most difficult and responsible labour he has to perform. If, in other departments of his office, he can succeed well with an ordinary share of scholarship and fair administrative ability; here, he will have occasion for the exercise of the highest attainments and best qualifications of an experienced Educator. It is at this point and in this trying situation that the ability of the County Superintendent is most effectually tested. The County Superintendent should be a well-known, practical, tried Educator, a man of experience in all departments of Public School work, conversant with the details of School Organization, in Schools that are graded and Schools that are not, with the advantage, if possible, of a thorough Normal training in his profession,—in short, he should be an approved Public School man. If he can bring to his task the implements which the higher ranges of culture will provide him, so much the better. But it is insisted that he should at least be a man who has devoted himself *durante vita*, to the profession of teaching, and can furnish evidence that his undivided energies are given to the work."

Suggestions as to Mode of Conducting Teachers' Institutes.

The Superintendent of the State of Minnesota makes the following general remarks on the mode of conducting Institutes.

"In order that a Teachers' Institute may be profitable to those in attendance, the Teaching Exercises should be by the best and most experienced Teachers that can be procured. The character of the teaching must be confined principally to instruction in Methods and matters strictly professional; and less to the instruction in the branches of Study required to be taught in School.

"The plan of conducting the State Teachers' Institutes has been as follows:—

"Teachers were required to be present at all the Exercises, day and evening. The daily instructions were confined to Methods of Teaching the common branches required by the School Law; special attention being devoted to the oral elements of our Language, Phonetic Spelling, etcetera.

"Questions were submitted to the Class during each Exercise, for the purpose of fixing more firmly the principles enunciated. At the close of each day some time was spent in answering questions from the "Question Box." The evenings were devoted to the discussion of School matters by Teachers and others, or to Lectures, as might be previously arranged.

"One evening during the Session the State Superintendent gave a practical Lecture upon School Discipline, how to secure good Order, the relation of the Teacher to his Pupils, to their Parents, to the School Officers, the method of securing Punctuality, System in Study, the importance of daily Moral Instruction, and other kindred subjects."

Written Examinations at the Close of the Institute.

The following valuable practical suggestions occur in the last Report of the State Superintendent of Maine, that of holding Written Examinations for Certificates at the close of the Examination. That plan might be adopted with profit at the close of the Institutes in midsummer. These Institutes have been conducted entirely by our County Supervisors.

"The Written Examinations on the closing day of the Institute has constituted one of the chief features in the Institute work of the past two years. In my opinion there can be no doubt about the value of this last day's work, and the accompanying issue of graded Certificates. It serves as a point to reach, a mark to aim at during the preceding days; it stimulates the industrious to increased activity, while it indicates

the weak points in the Teachers' attainments, and intimates the direction for future efforts. Especially does such an Examination bring to the surface and to notice the truly meritorious and persistent Teacher,—persistent in a laudable determination and ambition to master his profession. School Agents and superintending School Committees are now beginning to ask Teachers to exhibit their record at the Institute Examination. This is right, and corresponds to the New York plan of employing as Teachers only those who have attended the Institute."

Facilities for Attending Teachers' Institutes.

Another good suggestion is made in the Report of the State of Massachusetts for 1871, as follows:—

"In several of the States,—New York, for instance,—where Institutes are annually held in each County, the Common School Teachers are required by Law to attend them, as one of the conditions of receiving a Certificate of Qualification to teach.

"I therefore recommend that the Legislature be requested to pass an Act which shall give the School Board of any Township authority to allow the Teachers in their employ to close their Schools and attend upon any Institute held in Term time, and in their Returns to the State Board to make no deductions for the time thus employed."

VII. SUPERANNUATION OF WORN-OUT TEACHERS.

Having in my last Report entered fully into the question of the "Duty of Teachers to provide for the support of those worn out in the profession," I need only in this Report refer to one or two points. . . . .*

[NOTE. The Chief Superintendent here quotes the remarks on this subject which he made in his Report of last year, but I do not repeat them here.]

Objection by a Certain Class of Teachers in 1871 to Contribute to the Fund.

Notwithstanding the great boon conferred upon Teachers by the establishment of such a Fund for their benefit, a certain class of objectors has sought to create hostility to the Fund, and to the mode of contributing to it. In order to ascertain the number and classes of Teachers who have taken part in the agitation for and against the Fund, I addressed a note to the Inspectors on the subject. In regard to the classes of Teachers opposed to, or in favour of, the Section of the Act of 1871, the Inspectors almost invariably reported the former to be "those who do not intend to continue long in the profession of School teaching." "Young men who intend to teach only until they can secure money sufficient to carry them through College, or into something else,"—"persons who intend to make teaching a stepping-stone to something else." "Those who look more at the Money than to the principle involved." "Those who have received incorrect, or partial, information on the subject,"—those "who are opposed to compulsion in every form," and those "who oppose the scheme on various grounds."† The great mass of the Teachers are, however, either passive in the matter, or, having been for some time in the profession, are strongly in favour of it, and hope some day to derive advantage from it.

Reasonable Objections Met,—Proposed Modifications.

As to the grounds of objection to the distribution of the Fund, (as now authorized by the School Act of 1871), which have been urged by very many earnest and faithful

*The present Bishop of Manchester, in his Report on the Schools of Ontario, after giving the facts, thus speaks of the fund as follows:—"The whole plan does credit both to the wisdom and the liberality of its framers."

†We have shown, in this Report, the pernicious influence of such Teachers upon the Schools. They lower the tone and *esprit* of the profession, are a fruitful cause of change in Teachers, give a temporary and fugitive character to teaching, and thus bring discredit both upon the profession and the Schools.

Teachers, I entirely sympathize, and would gladly see the Law modified so as to meet their reasonable wishes. These Teachers object to the present scheme, chiefly on the following grounds:—1st, That Teachers must be "worn out" before they can receive any aid from the Fund. As one Inspector remarks, "many of the best and most devoted Teachers look forward to a time when the work and worry of the School Room will be over, and they hope that their withdrawal from the profession may take place, at all events, a few years before they are incapacitated by infirmity, and unable to teach a School any longer. Like the Merchant, the Mariner, and others, they hope for retirement while health and the capacity for enjoying retirement remain. Many of them would rather die in harness than confess themselves incapable of doing a day's work. The feeling is not unknown to many of the best men in other professions when they begin to grow old. 2nd. The second reasonable ground for objection is the uncertainty of the amount of the pension payable for each year's service. For some years, the state of the Fund has been such that I have only been able to apportion from one to two dollars for each year's service; last year the amount was only Two 33-100 dollars a year; but this year, (out of the $12,500 which I took the liberty to recommend being placed in the Estimates for this Service), I shall be able to apportion at the rate of about Four dollars for each year's service. If the Teachers, who become Superannuated, could rely upon the maximum fixed by Law many years ago, (videlicet, Six dollars for each year's service), I think they would be satisfied. It is the continual fluctuation in the amount payable to them which has reasonably caused much discontent. In regard to the first ground of complaint which has been urged, I would recommend a fixed age to be determined at which every Teacher who has subscribed to the Fund should have a right to retire and receive a Pension. A sliding scale of allowance might also be fixed, definite in amount, and not liable, under any circumstances, to fluctuation. The basis to be adopted might be that fixed in the Superannuation Act of the Civil Service, as used by the Parliament of the Dominion. In regard to the objection against compulsory payment to the Fund, I need only remark that it is a principle invariably incorporated into every pension scheme which has been adopted either in the Civil Service in various Countries, or among different Religious Bodies everywhere.

Compulsory Payments to such a Fund Universal.

In a recent Report on Popular Education in Victoria, Australia, the principle of compulsory payment to the Superannuation Fund is discussed as follows:—

"In the Civil Service of India, retiring Pensions are raised partly by compulsory subscriptions to a Superannuation Fund. Among the parochial Teachers of Scotland, also, a Fund, similarly raised, exists for granting Pensions to Teachers, and Annuities to their Widows. The Teachers of Baden, (and probably of other German States,) enjoy, I learn, the benefits of an exactly similar plan; and, for the like good object, a Fund is in the same way created among the Clergymen of the Presbyterian and other Churches. Upon this principle, it would be easy to establish, without extra cost to the State, a Teachers' Superannuation Fund, to be raised by compulsory deductions made by the Board of Education from Salaries and results only. As this subject is a very important one, I may be excused for going into details, and will, therefore, jot down my ideas as to the basis on which it should be developed.

"The Superannuation Fund should be created by compulsory contributions from all Teachers, Assistant Teachers, Pupil Teachers, and Work Mistresses, directly recognized by the Board of Education. The contributions should consist in a deduction of —— per cent., made by the Board of Education, half-yearly, monthly, or otherwise, from the Salaries and 'result' payments to every School in receipt of aid. The rate of Pension, varying according to sex and classification, should be so much for every year of service up to a given maximum. Pensions for Teachers' Widows should be awarded on the same principle. I deem it indispensable that a Fund should be raised by compulsory contributions, and that it should be managed by the Board of Education, who

alone have the necessary machinery to make its collection and distribution an easy matter. My own belief, fortified by the opinion of the leading Teachers in my District, is that the distribution of a Superannuation Fund would be comfort to the declining years of aged Teachers, worn out by good service; and it would also offer an inducement to present Teachers to continue in their occupation, and devote the best years of their life to teaching; and, further, it might attract into the Teachers' ranks many more men of the best and most desirable type."

Provision for Superannuation of Teachers in Other Countries.

Provision has, since 1851, been made in Great Britain and Ireland for the retirement and superannuation of Teachers. In June of this year, however, a select Committee was appointed by the House of Commons:—"To enquire whether, by a deduction from the Parliamentary Grant in aid of Public Elementary Schools, or by any other means, a provision can be made for granting Annuities to the Certificated Teachers of such Schools upon their retirement, by reason of age and infirmity." Several schemes were laid before the Committee, but no conclusions were arrived at. It is proposed to reappoint the Committee and fully consider them next Session.

In Germany proper, Teachers' Widows receive an Annual Pension of one hundred Florins and Teachers' Orphans of twenty Florins.

In Hesse a new Pension Law has been passed which enables Superannuated Teachers to pass the close of life in comparative ease.

In Sweden and Norway examined Teachers of the Elementary School, who have reached sixty years of age, receive, on retiring, after thirty years of service, three-fourths of their Annual Income as a Pension. Pensions are also granted, in some cases, after twenty-five years of service, but with some deduction in amount.

Necessity for a Teachers' Superannuation Fund in Ontario.

As to the necessity for this Fund, we would say, that so long as Teachers devote their lives to a profession so generally underpaid as theirs is, so long will there be a necessity for either friends, (if there be any, but who are often poor themselves), or the Teachers themselves, to provide for the quiet and comfort of the declining years of their Brethren, who, in less prosperous days, and with scanty remuneration, led the van in that calling in which they feel proud to follow. Even now, at the Salary given to Teachers, (considering the increased cost of living), it is almost impossible to lay by a sum which would realize more than a few dollars a year. But by availing themselves of the provisions of the new School Act, Teachers can, on the payment of a small sum of Two dollars each half year, secure an allowance for life, after their retirement from the profession, of Six dollars a year for every year they may have taught School. For instance, if a Teacher has been twenty-five years in the profession and has complied with the Law and Regulations on the subject, he will, on his retirement, be entitled to an allowance of $150 a year for life, should the Fund permit it,—although, at Four dollars a year, he will have only paid $100 in all into the Fund; if he has been twenty years teaching, he will secure an allowance of $120 a year, although his total subscriptions for the twenty years have only been $80 in all; if for fifteen years, $90, total subscriptions $60 in all; and if for ten years $60 a year, while he has only paid $40 in all into the Fund. In other words, he will receive for his first year's Pension fifty per cent. more than he has paid into the Fund altogether! These facts are irresistible, and only show what a boon the Teachers are thoughtlessly throwing away in petitioning against their contributing to the Fund, as provided by the new School Law. For it should not be forgotten that, if the Section of the new Law on the subject is repealed, the entire Law on the subject will, no doubt, be swept away, and the $6,500 per annum now generously given to the old Teachers by the Legislature, will be withdrawn. In that

case Teachers will be left to provide for their old age as they best can, or rather they will be left with no provision whatever for their retirement from the profession.*

VIII. The Present Thorough and Systematic Inspection of the Schools.

No one can read the extracts from the general remarks of the Public School Inspectors, which are published in the Appendix to this Report, without being impressed with the fact of the competence and efficiency of the present Inspectors of the Public Schools. They have as a whole entered upon their work with a heartiness, an intelligence, and a zeal which augurs well for the future welfare of the Schools, and which indicate a reality and thoroughness in the work of supervising the daily work in them.

It has been well said by Doctor Fraser, the present Bishop of Manchester, (who in 1865 visited this Province and made his Report to the English Commissioners on our Schools), that "Inspection is the salt of elementary Education." He goes on to insist upon its application to the higher Schools of England and says:—

"The publicity with which 'all material facts' relating to each School 'are annually made known to the State,' through the machinery of the Board of Education, is considered in Massachusetts to be the secret of the immense progress that has taken place in Education in that commonwealth in the last thirty years."

As to the felt necessity for our present system of School Inspection in Ontario, we have the testimony of the Bishop. He remarks:—

"Thorough inspection of Schools, such as we are accustomed to in England, is a great desideratum both in the United States and Canada, ... Something like our English mode of inspection of Schools, by a body of perfectly independent and competent gentlemen, would be a great and valuable edition to the School System both in the United States and Canada. . . . In fact, the great desideratum of the Common School System, both in Massachusetts and generally in the United States, is adequate, thorough, impartial, independent inspection of Schools. In New York and Pennsylvania, a system of supervision by Counties or wide districts has been introduced, and is at work with tolerable success. The agent of the Massachusetts Board of Education in a lecture, says:—My observations, on visiting thousands of schools throughout Massachusetts and many in twelve other States have clearly proved to my mind the wisdom of maintaining a Superintendent in all our Cities and large Townships, who shall devote his whole time to the care and improvement of the Schools."

Our United States neighbours have thoroughly tried the system of both Township and County Superintendents. The State Commissioner of Schools in Ohio says:—

"Our system of Township supervision of Schools has proved a lamentable failure. Similar Systems in other States have uniformly failed. Any system of supervision for the country Schools must necessarily fail, that does not make provision for the employment of competent Superintendents, whose entire energies are given to the work."

The value of local supervision, through the agency of competent County Superintendents, has been tested in many States. Pennsylvania adopted the system in 1854, New York in 1856, Illinois, Wisconsin, Maryland, West Virginia, California, and several other States subsequently; and the testimony of each of them is, that it has proved a most valuable feature in their School Systems. The Superintendent of Public Instruction in Pennsylvania says:—

"County Superintendents were first elected in this State in 1854, and it is not claiming too much for the office to say that it has vitalized the whole System. To it, more

*An Inspector, writing on this subject, says:—"It cannot be denied that the Fund itself is a most excellent one, and that it has already proved a great boon to many members of the profession."

than to any other agency, or to all other agencies combined, we owe our educational progress of late years."

I may observe that more than four-fifths of the County School Conventions held in the several Counties of this Province two years since desired duly qualified County Superintendents in place of Township Superintendents.

The Travelling Agent of the Board of Education for the State of Massachusetts uses the following forcible language in regard to this matter:—

"It has been said, and with great truthfulness, that 'the most important branch of administration, as connected with Education, relates to School Inspection.' It is asserted by some careful observers, that the Dutch School Masters are decidedly superior to the Prussian, notwithstanding the numerous Normal Schools of Prussia, and the two or three only, in Holland; and this superiority is attributed entirely to a better system of inspection. This is the basis on which the whole fabric of their popular instruction rests. The absence of such a thorough supervision of Schools as is maintained in Holland with such admirable results, is the weakest part of our system.

"What is needed for all our Schools, and what is essential to their highest efficiency, is a constant, thorough, intelligent, impartial, and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished Author of the Dutch system of inspection, that, after a long life devoted to educational labour, he said, 'Take care how you choose your Inspectors; they are men whom you ought to look for "lantern in hand."'

"A School," says Everett, "is not a Clock, which you can wind up, and then leave it to go of itself. Nor can other interests be thus neglected. Our Railroads and Factories require some directing, controlling and constantly supervising mind for their highest efficiency, and do not our Schools need the same? To meet this great want eleven of the fifteen Cities of our State, and numerous large Towns, have availed themselves of the provision of the Statute, and elected School Superintendents who devote their whole time and energies to this work of supervision."

Spirit in Which Inspection Should be Performed.

The Regulations in regard to inspection, which have been adopted by the Council of Public Instruction, are sufficiently explicit as to the general details of inspection, and the mode in which it should be conducted. In 1846 and 1850, when our present System of Education was inaugurated, I said:—

"To perform the duty of Inspector with any degree of efficiency, the Inspector should be acquainted with the best modes of teaching every department of an English School, and be able to explain and exemplify them. It is, of course, the Inspector's duty to witness the modes of teaching adopted by the Teacher, but he should do something more. He should, some part of the time, be an actor as well as a spectator. To do so he must keep pace with the progress of the Science of Teaching. Every man who has to do with Schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, Instruction, and Discipline. A man commits a wrong against Teachers, against children, and against the interests of School Education, who seeks the office of Inspector without being qualified and able to fulfil all its functions."

Summary of the Benefits of a Thorough System of Inspection.

The State Superintendent of Maine, in his last Report, thus sums up the benefits of an efficient system of inspection for the Public Schools:—"It promotes" (he says):—

"1st. An increased interest among the people in relation to public Education.

"2nd. Systematic efforts to improve the Schools on the part of Educators and School Officers.

"3rd. An improvement in the scholarship of Teachers, and in the quality of their instruction.

"4th. More intelligent supervision on the part of Trustees.

"5th. A quick appreciation and promotion of those who are likely to prove our best Teachers.

"6th. Increasing indirectly the average attendance of Scholars.

'7th. Raising the compensation of Teachers.

"8th. Furnishing the State with a number of competent Institute Instructors.

"9th. Elevating and sustaining public sentiment in giving it a higher educational tone, and in general quickening the whole body politic to the mighty necessity of universal intelligence."

IX. Inspection of High Schools and Collegiate Institutes.

The Inspectors, (Messieurs Mackenzie and McLellan), have, in Appendix A to this Report, so fully and so ably discussed the serious defects which still exist in most of our High Schools, that I find it unecessary to do more than briefly refer in general terms to the subject.

Separate Course of Study for the High Schools.

1. One important object of the New School Law was to discriminate, by a clearly defined line in the Course of Study, between Public and High Schools, and to prescribe a separate Programme of Studies for High Schools. In practice it had been found that, in the anxiety of Trustees and Masters of a majority of our High Schools to crowd children into these Schools, in the hope thereby to increase the Grant to their Schools, they had virtually merged the High School into the Public School, with the nominal addition in most cases of only a little Latin and Greek. The object of the High School Sections of the new Act is to put an end to this anomalous state of things, and to prescribe for each class of schools its own legitimate work.

2. In point of fact, the Grammar, (now High), Schools have never occupied the position which they ought to have done in the Country. They were originally designed to be Classical Schools, but they were made the Schools of certain classes, rather than Classical Schools, wholly doing, or professing to do, Common School work for certain classes, thus being made and viewed as a kind of aristocratic Schools, poaching upon the ground of Common School work, and being regarded as distinct from, and even antagonistic to, the Common Schools, rather than supplementary to them and identical with them in public interests. It has, therefore, been found extremely difficult to get any considerable support for them from local sources. To get support enough to exist, more than two-thirds of the High School Boards have had to seek amalgamation with the Public School Boards of their localities; but this amalgamation is attended with many inconveniences and does not by any means accomplish the objects proposed. Nevertheless, it has not been deemed expedient to interfere with this amalgamation in any way, but to leave the Boards of Trustees as formerly to unite, or, when united, to dissolve the union at their pleasure. The necessity for the union does not now exist as before, since the Legislature has in effect declared that High Schools shall be provided for by local Rate equally with Public Schools. It should be remembered, however, that the experience of the great Cities in the neighboring States shows, that consolidating all the Public Schools in Cities and Towns under one Board of Management, and that Board elected chiefly by the Ratepayers, has contributed even more to the efficient support and elevation of the Classical School than to that of the Public Schools.

3. In the Programme of Study for High Schools, prescribed under the new School Act, it is especially provided that they shall be High English Schools as well as Elemen-

tary Classical Schools, and for Girls as well as for Boys. When it is provided in the Act that in each High School, "Provision shall be made for teaching to both male and female Pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture," it was clearly intended that the lower, or elementary, branches of an English Education should not be taught in the High Schools, but in the Public Schools. It was also intended that all Pupils to be eligible for admission to the High Schools for the study of Classics, as well as for higher English, must first be grounded in the elements of a sound Education in their own native Language, as strongly urged by the latest Royal and Parliamentary Commission on Education in England. The Council of Public Instruction has prescribed, that "the subjects of examination for admission to the High Schools shall be the same as those prescribed for the first four Classes of the Public Schools." The examination for admission to the High School must be on paper, and the Examination Papers with the Answers are to be preserved for the examination of the High School Inspector, that he may not depend wholly on the individual examination of Pupils as to whether the Regulations have been duly observed in the examination and admission of Pupils.

4. The fundamental principle of our System of Public Instruction is that every youth, before proceeding to the subjects of a higher English, or of a Classical Education, shall first be grounded in the elementary subjects of a Public School Education. No candidates are, therefore, eligible for admission to the High Schools except those who have manifested proficiency in the subjects of the first four Classes of the Public School Programme, by passing a satisfactory examination.

5. It is to be observed also, that although Pupils are eligible for promotion from the Public to the High School, after passing a satisfactory examination in the subjects of the first four Classes of the former, omitting Natural History, Chemistry and Botany, it is quite at the option of the Parents, or Guardian, of Pupils, whether they shall enter the High School, or not, before they complete the whole Programme of Studies in the Public Schools, when they can enter an advanced Class in the High School.

6. The objects and duties of the High Schools are two-fold:—

First, commencing with Pupils who, (whether educated in either a Public, or Private, School), are qualified as above, the High Schools are intended to coplete a good English Education, by educating Pupils not only for Commercial, Manufacturing and Agricultural pursuits, but for fulfilling with efficiency, honour and usefulnesss, the duties of Municipal Councilolrs, Legislators, and various public Offices in the service of the Country.

The *Second* object and duty of the High Schools, (commencing also with Pupils qualified as above), is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, etcetera, so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for the Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools.

High School Standard in Massachusetts.

It may be interesting in this conection to notice what is, (and has been for many years), the provision in the School Laws of the State of Massachusetts, in regard to High Schools. They contain the following provisions:—

"Every Township may, and every Township containing five hundred Families, or householders . . . shall 'maintain a School, to be kept by a Master of competent ability and good morals, who . . . shall give instruction in General History, Bookkeeping, Surveying, Geometry, Natural Philosophy, Chemistry, Botany, the Civil Polity of this Commonwealth and of the United States, and the Latin Language. . . . And in every Township containing four thousand inhabitants, the Teacher, or Teachers of the Schools required by this Section of the Act, shall, in addition to the branches of instruction in the Greek and French languages, teach Astronomy, Geology, Rhetoric,

Logic, Intellectual and Moral Science, and Political Economy.' These Schools 'shall be kept for the benefit of all the inhabitants of the Town,' 'not less than thirty-six weeks, exclusive of Vacations, in each year.' Two adjacent Townships, having each less than five hundred families or householders, may form one High School District, for establishing such a School . . . when a majority of the legal Voters of each Township, in Meetings called for that purpose, so determine."

The Necessity of Well Trained Teachers for the High Schools.

I quite concur in the remarks of the High School Inspectors as to the necessity of some modification in the Law in regard to the qualifications of Masters of High Schools.

In order to secure a class of better educated men for High School Masterships, the present School Law was passed, requiring that each High School Master should be a Graduate, (in Arts), of some University in Her Majesty's Dominions. Experience has proved the necessity of the addition of some training on the part of these gentlemen in the Art of Teaching, before undertaking the new and responsible duties of the Mastership of a High School.

The High, Equally with the Public, Schools Supported by Municipal Rates.

The School Law of 1871 at length embodies a principle for which I had contended for years. In submitting the first draft of Bill in 1854, for the improvement of our Grammar Schools, I sought to get inserted in it a recognition of the principle,—which has at length been conceded,—that it was the duty of the County, or other Municipal, Councils, to provide, by Rate upon property, for the support of the Grammar School equally with the Common School. Experience has shown how utterly impossible it was to maintain a good Grammar School without Municipal aid, in addition to the Legislative Grant. The history of our High Schools since 1854 has, (with some honourable exceptions), been a chronicle of failures, owing chiefly to want of means to employ a sufficient number of Teachers. The Councils are now authorized and required by Law to provide all necessary means for carrying on our High Schools in a state of efficiency. I have no doubt that the High School Sections of the Act will inaugurate a new and auspicious era in the higher English and Commercial, as well as elementary Classical Education of the Country, in regard to both sexes of our youthful population.

X. The New Principle of "Payment by Results"

Our School Law of 1871 has introduced a new principle into the mode of payments to High Schools. Formerly the system adopted was, (as in the case of Public Schools), to distribute the High School Fund on the basis of average attendance of the Pupils at the School. This was found to work injuriously to the best class of Schools. To remedy this defect and remove this injustice, a new principle of payment was introduced into the Act,—videlicet:—the payment, (as it is technically termed in England), "by Results," or, as in the words of the Act itself, according to "proficiency in the various branches of Study."

The principle of "Payment by Results," as it is technically termed, has long been applied to the English Elementary Schools, and it has within the last year, or two, been recomended by the Royal Commission Inquiry for introduction into the Schools of the Irish National Board.

In 1865, when the amended Grammar School Act was passed, the Education Department for this Province had the matter under consideration. The want of an additional Inspector for the Grammar Schools was, however, felt to be an obstacle to its introduction at that time.

At length, the appointment of two Inspectors of High Schools having been secured a Section of the new Act was submitted to the Legislature for its adoption in 1870-71, and embodied the new principle of "Payment by Results" in the 37th Section. The

threefold principle embodied in this Section, upon which High Schools are hereafter to be aided, is declared by the new Law to be as follows:—Each High School conducted according to Law, [and the Regulations], shall be entitled to an Apportionment . . . according,—

First,—To the average attendance of Pupils.

Second,—Their proficiency in the various branches of Study.

Third,—The length of time each such High School is kept open as compared with other High Schools.

As it was clearly impossible to apply the new principle of "Payment by Results" to the High Schools until a classification of them had been made, the Councils of Public Instruction requested the High School Inspectors to make such a classification, and report the result to the Chief Superintendent. This they have done in their Report, and have suggested one or two plans for carrying the new system into full effect in 1873.

The English System of "Payment by Results."

In England the Parliamentary aid to Elementary Schools is distributed as follows:—The Managers of every School entitled to the aid may claim, annually, the sum of four shillings per Scholar, according to the average number in attendance throughout the year, at the morning and afternoon School, not being less than 400 attendances at their School; and one-half of that sum per Scholar, according to the average number throughout the year at the evening School, not being less than forty attendances at the School; also, for every Scholar who attended more than 200 mornings or afternoons at the School. If more than six years of age, eight shillings, subject to examination. If under six years of age, and present on the day of examination, six shillings and sixpence, subject to a report by the Inspector that such children are suitably instructed. For every Scholar who has attended more than twenty-four evenings at the School, five shillings, subject to examination. Every day Scholar entitled to eight shillings, forfeits two shillings and eightpence for failure to satisfy the Inspector in either Reading, Writing or Arithmetic. Every evening Scholar entitled to five shillings, forfeits one shilling and eightpence for similar failure. The Grant is, moreover, increased at the rate of one shilling and fourpence per pass in Reading, Writing, or Arithmetic, up to any number not exceeding 120; provided, that the passes exceed 200 per cent. of the number of Scholars in attendance over six years of age; that one-fifth of the passes are within the three highest Standards; that one-fifth of the average number of Scholars, over six years of age, have passed a satisfactory examination in one or more specific subjects above the Standard; and the number of Pupil Teachers, or Assistant Teachers, employed, bears a certain proportion of the number of Scholars. Thus, every Manager had a direct pecuniary interest in maintaining regularity of attendance, in the improvement of each individual Scholar, and in providing a sufficient corps of Teachers.

Great Advantage of the Systems of Payment by Results.

The three great excellences of the System were:—

1st. The employment of Certificated Teachers.

2nd. Provision for training a corps of Teachers under the name of Pupil Teachers.

3rd. The individual examination of Scholars upon certain Standards clearly defined for each grade of Schools.

On the new Code, Her Majesty's Education Committee of the Privy Council remark:—

"We have carefully maintained the principles of payment by 'results;' we have endeavoured to lay down terms of aid which, while increasing the efficiency of the inspected Schools, will materially simplify the administration of the Grants."

In Victoria, (Australia), "payment by results," to the Schools, is the system adopted. In the last Report of the Board of Education for that Country, published this year, the Board says:—

"The system of 'payment by results,' now in use, appears to be working well, and to give general satisfaction. The fact, that at every Examination, each School's force is recorded as having gained a certain percentage of a possible maximum, affords a means of comparison between different Schools which, if not conclusive as to their relative merits, is sufficiently so to cause considerable emulation amongst Teachers. Indeed, the wish to obtain a high percentage materially increases the stimulus afforded by the 'result' payments."

XI.—Collegiate Institutes, or Local Colleges.

The High Schools having of necessity been thrown open to Girls, and provision having been made in them for giving a purely English Education apart from Classics, it was thought desirable to prevent the possible extinction, in our Educational System, of a purely Classical School which should serve as a proper link between the Public School and the University. With this view, a provision was introduced into the High School portion of the Act of 1871, authorizing the establishment of Collegiate Institutes, and fixing the minimum standard to be reached, by any High School, the Trustees of which desired it to be recognized as a Collegiate Institute. This standard is the daily average attendance of at least sixty Boys in Greek, or Latin, and the employment, *bona fide*, of at least four Masters, who shall devote the whole of their time to the work of instruction in the Institute. The standard fixed is not an ideal one, but has already been surpassed by more than one of our existing High Schools,—that of Galt. It is hoped that the establishment, throughout the Country, of local Colleges, of the comparatively high standard which such Institutions must reach and maintain, in order to be recognized as such, will be a great and substantial boon to the Country, and will promote, in the highest degree, the best interests of superior Education throughout the Province.

The Study of Latin Necessary in Collegiate Institutes.

Among the many reasons which justify the provision in the new School Act, requiring an absolute daily average attendance in Collegiate Institutes of at least sixty Boys in Greek and Latin, are the following, which we have quoted, with the recommendations of the English Royal Commissions on the subject. In their Report of 1868, they say:—

"All the Masters examined by us appear to be agreed that nothing teaches English Grammar so easily, or so well, as Latin Grammar, and, next to that, they would place the teaching of some other foreign Grammar, such as French. The preference is given to Latin for many reasons. There is something, no doubt, in the beauty of the language itself. But the chief stress is laid on the fulness and precision of its accidence, in which no modern language can rival it. Further, it has entered so largely into English, that the meaning of a very large proportion of our words is first discovered to us on learning Latin. And to a no less degree has it entered into English Literature, so that many of our classical writers are only half intelligible unless some knowledge of Latin precede the reading. Latin, again, is a common gateway to French, Italian and Spanish. Some Teachers even maintain that French can be taught more easily in company with Latin, than by giving all the time to French alone. . . .

Conclusions and Recommendations of the English Commissioners.

"The conclusions to which we were brought by a review of the opinions put before us, in regard to the subjects of instruction are strongly confirmed by the experience of those Countries that have been most successful in the management of Education. Everywhere we find the Classics still regarded as the best instrument now to be obtained

for the highest Education, and when the Classics are neglected, the Education seems to be lowered in character. But we see also that two important modifications must be made in this general statement.

"One is, that the time given to Classics must be so far curtailed, if necessary, as to admit of other important Studies by their side. France curtails the study of Greek for this purpose; Prussia, the practice of Composition; but neither gives up the Classics in her highest Education, nor Latin, even in ranks much below the highest. The Scotch Parents, who can choose at their own discretion, still make Latin the staple of instruction, while they are not content with Latin only. Even Zurich, with a decided leaning to Industrial Education, has a large proportion of Scholars in Classical Schools. But all these Countries appear to stand above us in the teaching of every subject except the Classics, and England is quite alone in requiring no systematic study in the Mother Tongue.

"The other modification of the general rule in favour of Classics is that room must be made for Schools of an altogether different type. There are minds fitted to be developed by other Studies than that of the most perfect known languages. There are occupations for which Classical studies do not give the proper preparation. Schools like the Realschulen of Prussia, or the Schools of Industry of Switzerland, have become a positive need of modern times."

Suggestions in Regard to the High Schools and Collegiate Institutes.

From the Report of the Inspectors, and the foregoing remarks, I would strongly urge the following:—

1. That the standard of admission to the High Schools and Collegiate Institutes be uniform throughout the Province.

2. That no Pupils be admitted to the High Schools except on satisfactory passing a Written Examination, and obtaining a minimum of fifty per cent. of the value of the Papers.

3. That suitable Accommodation be provided, in all cases, for the High Schools.

4. That the Programme of Studies and Limit Table, when finally prepared and authorized, be strictly adhered to, except by permission obtained upon the report and recommendation of the Inspector.

5. That at least two competent Masters be employed in every High School.

6. That before the principle of "payment by results" be applied to High Schools, their status and classification, (as a starting point), be ascertained by a Written Examination of the Pupils in one or more of the Classes,—say the highest and lowest.

7. That, in all cases, the Council of Public Instruction shall have the right, through its Inspectors, to determine whether the Answers given in the Written Examination come up or not to the minimum standard.

8. That an additional High School Inspector be appointed, in order that effect may be given to the new System of Payment by Results; and that the three Inspectors be authorized and required, in places where there are High Schools, or Collegiate Institutes, to inquire into the condition and efficiency of the Public and Separate Schools, which are entitled to prepare and send Pupils to the High Schools, or Collegiate Institutes.

9. That Masters of High Schools should, before appointment, be required to furnish some evidence of a knowledge of the Art of Teaching.

XII.—The Establishment of Industrial Schools.

Although the School Law of 1850 authorized Boards of Trustees in Cities, Towns and Villages, to establish "any kind, or description, of Schools" they might see fit, yet it was regarded as doubtful whether it was sufficiently comprehensive to admit the establishment of Industrial Schools. To remove this doubt, and to give effect to the wishes of many interested in the condition of the "Street Arabs" of our Cities, Towns

and Villages, the Section of the Act of 1871 authorizing the establishment of these Schools was passed, as follows:—

"12. The Public School Board of each City, Town and Village may establish one, or more, Industrial Schools for otherwise neglected children, and to make all needful Regulations and employ the means requisite to secure the attendance of such children, and for the support, management and discipline of such School, or Schools. The third Section of the Act also provides, 'that refractory Pupils may be, where practicable, removed to an Industrial School.'"

With a view to afford information in regard to the manner in which Industrial Schools are managed elsewhere, I add the following sketch of the routine in an "Industrial School for Girls," in Connecticut. The State Superintendent in his Report says:—

"The number of Girls now in School is nearly eighty. In most of them a marked improvement is noticed, both in conduct and study. Many of them came covered with rags and filth, hitherto ignorant, vagrant, friendless and depraved. Sixty per cent. were Orphans. Already a manifest change is noticed in their language and conduct. The habits of order, neatness, obedience, industry and study here formed, are all reformatory in their tendency.

"We have unlimited faith in the power of kindness. Not that sensibility which forbids control, but a love which restrains, even with physical pain, if necessary, always regretting the necessity, and always proving the motives to be only good. It does people good to discipline them. No character is fully developed that has not been restrained by Law. To do just as one is inclined to is not productive of high character. A kindness that is patient, persevering, slow to wrath, but plenteous in mercy, that is willing to perform almost any labour and endure any privation to do one good, will induce reform where there is any possibility of it. If that fails, any other means would fail; the case is camparatively hopeless.

"Another principle we have faith in is liberty. Girls in this Institution are trusted. They are put upon their honour. Should they prove themselves unfit for liberty, they are allowed to reflect for a time, deprived of it, and with the first sign of promise of honour are tried again. No Girl is put under lock and key unless she forfeits the right to liberty. The reason for this is evident. She must be trusted some time. To cultivate that sense of honour which renders it safe to trust, is the shortest road to reform. When a Girl can be fully and thoroughly trusted in all situations, she is no longer a subject for a Reform School. How shall we know except by trial? Put her on her honour, give her some responsibility, and hold her to a strict account, and the sense of self-control will be developed most rapidly. What is the result here of this mode of treatment? Out of ninety-four Girls, not one eloper is reported. All are accounted for. For more than one year no attempt was made to escape. Yet, we tell them they can run away at any time, night or day, and they know they can, and that is one reason why they do not go. What one can do at any time is most generally neglected. They feel that forfeiting their honour is a greater disgrace than staying here for years. Of course we try and make a pleasant home for them, to interest them in the various departments of labour and study. This is our Home, our work, our School, our Chapel, they say. Each Girl is taught that she may honour, or disgrace, not only herself, but the whole School, and every means is used to make them choose to stay and be contented and happy.

"A system of marking conduct was put in practice, which has produced good results. Every Officer marks the conduct of every Girl in her department, daily, on a scale of five; if she is punished she gets 0; if reproved, 1, etcetera. We mark thirty days for each month; have three grades and eight badges, denoted by coloured ribbons, worn as a Rosette, as follows:—Badge 1, perseverence, Black ribbon; 2, carefulness, Green; 3, sobriety, dark Blue; 4, neatness, Red; 5, kindness, light Blue; 6, industry, Pink; 7, excellence, Orange; 8, honour, White.

"The Girls are allotted, one each month, to various departments, as Cooking, Washing, Ironing, Sewing, etcetera. Every one has a task for the morning, and all work is completed by the ring of the first bell at 1.30 p.m., when the Girls prepare for School, where they remain from 2 to 5 p.m.

"Besides doing this, our Girls have made over 40,000 Paper Boxes, and several of them have learned the Trade, so as always to be able to get good wages, and hence have no excuse for a vicious life. In summer, the Girls are employed to some extent in the open air. If we had the means to enable us to erect a Hot-house, we would cultivate Flowers and Plants for market, thus adding another link to the chain of love to bind Girls to this home."

XIII.—Comprehensive View of the Needs of and Provision for National Education in the United States.

Having completed my more minute survey of our own System of Public Instruction, I would now devote a page, or two, to a subject of much interest to us as close neighbours of a great and powerful people, who are running a gigantic race with us in educational matters. I do not do so with any expectation that we can either approach, or rival, them in the aggregate of their educational labours, or gifts; but because that, as a Province, and as a Dominion, we cannot, in justice to ourselves, remain uninterested or silent spectators of their wonderful efforts, their amazing progress, and their practical experiments in educational matters.

The information which I have gathered is taken chiefly from the Report of the United States Commissioner of Education at Washington for 1871. It is contained in four tables, videlicet:—

I. Table showing the number of native and foreign illiterates in the various States and Territories of the Union, and which demonstrates to the American people the necessity of making great efforts to counteract the terrible evil of ignorance and its twin companion, crime.

II. Table showing the amount of national Benefactions in the shape of Land Grants to the several States and Territories for the promotion, (1), of Common School Education; (2), of University Education, and (3), of Education in Agriculture and the Mechanic Arts. I have also added in a note a list of personal Benefactions in aid of Education in various States, made during 1870-71, many of them reflecting great honour on the princely donors.

III. Table showing the yearly Receipts and Expenditure for Public Schools in the several States, and the amount of permanent School Fund in each.

IV. Table showing the cost, *per capita*, for Public School Education in each of the States, and also the assessed valuation of property, *per capita*, of the total population.

A Noble Example for our New Dominion to Emulate.

These Tables present great facts in a strong light. That Table especially (Number II.), which contains a list of the Land Benefactions of the General Government to the several States, indicates a far-sighted national sagacity for which the American people are noted. These Grants date back to 1793, and were continued in 1803, 1860-20, and down to 1868, when 3,480,081 Acres were set apart in Wyoming Territory for Common Schools! True to their national instincts in favour of Free Education for the masses, nine-tenths of the Grants, or 68,000,000 of Acres out of 78,600,000, are appropriated in aid of these Elementary Schools, and 9,500,000 Acres, (as against 1,120,000 to the Universities), for the promotion of Education in Agriculture and the Mechanic Arts. These latter Grants were made as late as in 1862-66, and were at the rate of 30,000 for each Senator and Representative in Congress from the several States and Territories.*

*For details of these noble Land Grants for Common Schools in the various States of the Union, see pages 267-272 of the Twenty-third Volume of the "Documentary History" for 1871, 1872.

There is no reason why our Dominion Government should not emulate so noble an example as the General Government of the United States has set them, and set apart as sacred, out of the magnificent domain now in its possession in the North West, an endowment in Lands which, in after years, would be a noble heritage to the after possessors of the embryo Provinces which are being formed in the Dominion. If Wyoming Territory should in 1868 receive three millions and a half acres of Land as an Endowment for her Public Schools, there is no reason why Manitoba, Saskatchewan, British Columbia and Vancouver Island should not receive at least 2,000,000 of Acres each for the same great national object, and Ontario at least 1,500,000 Acres, in addition to her share in the 1,000,000 set apart some years ago, (1849), through the exertions of the late Honourable W. Hamilton Merritt.

The Religious Element in our Schools.

I had intended discussing in this Report some additional matters relating to the well being of our Public Schools, and on which legislation might be desirable. I had also intended referring to two or three points of gratifying interest in connection with our Schools; but having reached the reasonable limits of an Annual Report, I forbear. One point, to which I had desired to refer, was the patriotic spirit of unanimity which pervades all classes of the people in their cordial support of our Public School System, and the other was the pleasing fact of the satisfactory working of the Regulations in regard to the Religious Exercises and Instruction in our Schools. In regard to this latter point, the testimony of the late venerated Bishop Strachan, and of his courteous and venerable successor, Bishop Bethune, that I have done what I could to invest our School System with a Religious character, is especially gratifying to me now, at so advanced a period of my official connection with that System. In his Address at the recent Synod of the Clergy and Laity of the Church of England in the Diocese of Toronto, the Bishop made some kind references to my efforts in that direction. Subsequently, in reply to a Note of thanks which I addressed to him, he said:—

"I have to express my gratification that I had the opportunity to bear my humble testimony to your zealous and righteous efforts to promote the sound Education of the youth of this Province. I believe that, in the endeavours to give this moral and Religious direction, you have done all that, in the circumstances of the country, it was in your power to accomplish."*

My own views as to the possibility of imparting to the daily teaching of the School a Moral and Religious tone, and of the practicability of the Teacher bringing home to the young hearts of his Pupils the glorious truths of our common Christianity, are so admirably expressed by a prelate of the Episcopal Church in the United States, that I insert them in this place. Bishop Whipple, of Minnesota, in a recent Address at an Educational Convention, uttered the following impressive and eloquent remarks:—

*Among his very latest utterances on the Separate School Question in the Synod in 1856 the late lamented Bishop Strachan thus referred to the Head of the Education Department and his labours:—

"One new feature which I consider of great value, and for which, I believe, we are altogether indebted to the able Superintendent of Education, deserves special notice: it is the introduction of Daily Prayers. We find that 454 [3,366 in 1871!] Schools open and close with Prayer. This is an important step in the right direction, and only requires a reasonable extension to render the system in its interior, as it is already in its exterior, nearly complete. But till it receives this necessary extension, the whole system, in a religious and spiritual view, may be considered almost entirely dead. [The increase from 454 in 1856 to 3,366 in 1871 would have gratified the venerable Prelate had he lived.]

"I do not say that this is the opinion of the Reverend Doctor Ryerson, who, no doubt believes his System very nearly perfect; and as far as he is concerned, I am one of those who appreciate very highly his exertions, his unwearied assiduity, and his administrative capacity. I am also most willing to admit that he has carried out the meagre provisions of the several enactments that have any leaning to Religion, as far as seems consistent with a just interpretation of the School Law."—Charge of 1856, pages 15, 16.

"The Common School, the Normal School, and the University, are the endowments of the State. The urgent necessities of the State created them. They are our common heritage. With my whole soul I protest against their perversion to give power into the hands of any sect, or party, in the State. The difficulty is not as real as we think. Our own bitter jealousies have blinded us to a whole world of Christian Truth, which lies behind this chaos of opinion, which has divided us into Sects. The things wherein we differ are our opinions, and the opinions of one class of men can never become the bond of union for all men. I would as soon believe that, because all men had the same features, their faces must be cast in the same mould, as to believe that all opinions about Religious Truth must be alike. I am sure that the things that keep us apart are for the most part things which never have been, and from their nature never can be, of the essentials of the faith. I am sure that whenever we realize this, and long for a regained brotherhood, we shall begin to feel heart beat against heart, and hand be joined unto hand.

"There are truths that underlie all obligation. The Teachers of this day owe it to themselves and to their work to strive to get out of this din and conflict of sectarian strife into a higher atmosphere of faith.

"It is not sectarian for the Teachers of a Christian State to teach its children that there is a God. It is not sectarian for the Teachers of a Christian State to look to God to help to teach helpless childhood to look to Him for help. It is not sectarian for the Teachers of a Christian State to tell His redeemed children of a Saviour. It is not sectarian for the Teachers of a Christian State to teach childhood's dependence on God's grace, reverence for His Law, and to confess His holy Name.

"We are a Christian Land, or we are not. If not, we owe it to ourselves and our Homes to bow our heads and hearts in humble acceptance of these truths. There can be no reason why unbelief shall seal our lips to the Truth of God. If any Church, or Sect, of professed Christian men, object to such simple faith, it is because they fear a Christian Teacher's care will disarm the prejudice which is the corner-stone of their creed. For myself, I ask nothing which I am not willing to concede to every Christian man. I am willing to take my place beside any Christian Labourer in the State, and I pledge him every sympathy of my heart. If I have said one word more earnestly than I ought, I crave your pardon. God knows I would not wound any heart. I know of no civilization which I desire for my Home save that which comes by the Religion of Jesus Christ. So long I to see every nursery of the State a Christian School.

"We are working out one of the greatest problems of this world's history. It is a marvel that a Continent like America should have been for so many thousand years unoccupied by civilization, and more strange procedure of God, that after Spain, France and Holland had taken it under their possession, it should be given from the North to the South, and from the East to the West, to the race that represents Constitutional Government the world over. There are times in the world's history when races of men stand in peculiar relations to all other races. The great characteristic of the Saxon race at this time, is that it never loses its individuality. You may place its children in the Isles of the sea, in Africa, or India, and they are Anglo-Saxon still. In this land they are receiving unto themselves the people of every tongue and clime and kin, and in two generations their children are as one with us, and they have received our traditions, our customs, and our Laws.

"In these Valleys of the Mississippi the fusing of nations into one family ought to teach us that there will grow up here a race of men more powerful for good, or terrible for evil, than any other people on the face of the earth.

"My fellow Teachers, in such a field God has given us our work,—it is to lay broad and deep the foundations of a Christian State, which will soon have its million of souls. Do all work unto God. Plant your feet in His truth. Be His soldier to hate all shams and cant and cunning lies,—to be sure in thought,—in word,—in deed,—to have that gentleness, which is learning as a child sitting at Christ's feet, and that patient toil which knoweth how to work and wait, believing in God's promise that

'He that goeth forth bearing precious seed and weeping, shall doubtless come again rejoicing, and bringing His sheaves with Him.'"

Concluding Remarks.

I have thus, as stated to Your Excellency last year, again entered somewhat fully into an exposition and justification of the various new features of our System of Public Instruction, which have been embodied in the "School Law Improvement Act of 1871." I have felt it the more necessary to furnish, in this Report, the many friends of our School System with the facts and reasonings illustrative of the necessity for the recent changes in our School Law, which influenced me in endeavouring to embody in our School Law of 1871, certain great principles which underlie and are common to every really comprehensive System of National Education. In fact, no intelligent person can carefully read over the extracts which I have given of the views and proceedings of Educationists in other Countries without coming to the conclusion, that, to have done less than we have done, would be to place this Province in the rear rather than abreast of other Educating Countries. They would have felt that I should have been recreant to my duty had I failed to strongly press upon the Government and Legislature the necessity of giving their highest sanction to the recommendations which I have made with a view to improve the School Law of this Province,—recommendations which were founded, (as I have shown in this Report), upon the knowledge and experience of the most accomplished Educationists of the present day.

After nearly thirty years' service in promoting what I believed to be the best interests of our School System, I am more than ever profoundly impressed with the conviction of the correctness of the views on these subjects which I expressed in my preliminary "Report on a System of Public Instruction for Upper Canada," which I submitted to the Government in 1846. It has been the purpose and aim of my life, since I assumed the direction of the Education Department, to give practical effect to these views, and, with the Divine favour, to secure and perpetuate to my Native Country the inestimable blessings of a free, comprehensive, Christian Education for every child in the land.

Toronto, October, 1872. Egerton Ryerson.

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